

# CHILDHOOD EDUCATION

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MODELING WITH SNOW IN DULUTH, MINNESOTA

Snow modeling is healthful in a way that no indoor activity could be and is especially valuable because of its suggestion for the wholesome use of after-school leisure. Snow is an excellent medium both for individual and for cooperative expression of ideas and permits making figures in actual sizes.

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# CHILDHOOD EDUCATION

*For the Advancement of Nursery—Kindergarten—Primary Education*

Vol. VI

FEBRUARY, 1930

No. 6

## An Informal Memorandum on The White House Conference on Child Health and Protection

ADA ORME DU PUY

Publicity Representative

**P**ROCEEDING on the theory that the children of the nation are its most precious possession, deserving the best attention that intelligence, science, research, administration, can bring to them, President Hoover, early in his administration, started a movement intended to bring together at some time in the future at a White House Conference on Child Health and Protection, the best thought of his time and an orderly array of all available information on their well-being.

During the first two or three months of his incumbency as President, Mr. Hoover was wrestling with three or four very large undertakings that he regarded as of paramount importance. One of these was the creation of the Federal Farm Board. Another was the creation of a law enforcement commission for the study of crime and the courts. A third had to do

with progress toward international agreements looking to the reduction of armament. In addition to these and, it is said, nearer to the heart of the President than any of them, was the study of the American child to the end that every agency, national or local, having to do with its well-being should be given every possible aid.

It is probable that no man has ever lived who has had more vivid and more stupendous experiences than has President Hoover in ministering to the needs of children in the mass. When he undertook to

*Equally important, and inter-related with the physical needs, are the emotional needs of childhood, such as the need for wise love and understanding, for protection against such psychic blights as fear, and the abuse of primitive emotions such as anger. Only thus may we have a race of children free in spirit and strong enough to carry on the highest ideals of our civilization.*

HERBERT HOOVER,  
*Annual Meeting A. C. H. A.,  
May, 1926.*

ration Belgium, the millions of its children were his constant care. When he came home to America and assumed responsibility for Food Administration his task reached into the kitchen of every family and the welfare of its children had to be considered. When the war was over and famine swooped down upon

Russia, Poland and other lands of eastern Europe, it fell to Mr. Hoover to carry relief. Starving children were the major concern, and millions live today who, but for him, would have perished. Later when the Mississippi went out of control it was Mr. Hoover who so handled the situation that the refugee children were fitter when they returned to their homes than they had been before the flood came.

When Herbert Hoover closed his work overseas, the greatest humanitarian work of all ages, he brought home with him the best machine for organized charity ever built. It was made up of the men and women who had done such noble work in devastated Europe and who had spent with complete efficiency \$700,000,000, contributed by our people, in saving the children who were the only hope of a new Europe. "How", asked Mr. Hoover, "can the experience of these trained workers better be turned to account than by organizing in our own country a national movement for Child Health and through it using the lessons of our European work in building a finer citizenship for ourselves?"

The American Child Health Association was organized, with Herbert Hoover as its President. It was while occupying this post that he wrote his Child's Bill of Rights which, translated into many languages has found its way all around the world. This is what it said:

"The ideal to which we should strive is, that there shall be no child in America:

"That has not been born under proper conditions;

"That does not live in hygienic surroundings;

"That ever suffers undernourishment;

"That does not have prompt and effi-

cient medical attention and inspection;  
"That does not receive primary instruction in the elements of hygiene and good health;

"That has not the complete birthright of a sound mind in a sound body;

"That has not the encouragement to express in fullest measure the spirit within, which is the final endowment of every human being."

After all of this what could have been more natural, when he became President, than his mind should have turned to the youth of the nation which he headed. Proceeding as does an engineer he wanted

the facts. He would make a searching survey. So, early in his administration, he picked from the outstanding men and women, official and unofficial, who were recognized leaders in this field, 27 individuals whom he asked to become members of a planning committee to build up the greater organization which would make the sweeping studies in advance of

the calling of the great conference. The members of this Planning Committee were as follows:

Ray Lyman Wilbur, M. D., Secretary of the Interior, Washington, D. C., Chairman; James J. Davis, Secretary of Labor, Washington, D. C., Vice Chairman; H. E. Barnard, Ph.D. Washington, D. C., Director; Edgar Rickard, New York City, Treasurer; Grace Abbott, Washington, D. C.; Henry Breckinridge, New York City; Mrs. Louis H. Burlingham, St. Louis, Missouri; Bailey B. Burritt, New York City; Frederick P. Cabot, Boston, Massachusetts; Frank Cody, Detroit, Michigan; James Couzens, Washington, D. C.; S. J. Crumbine, M. D., New York City; Hugh S. Cumming, M. D., Washington D. C.; Samuel McC. Hamill, M. D., Phila-

*We can give to the succeeding generation a vast equipment in plant and machinery, a great store of knowledge of how to run it, and we can leave for their stimulation centuries of art and literature. But the world will march forward only so far as we give to our children strength of body, integrity of character, training of mind and the inspiration of religion.*

HERBERT HOOVER,  
Address before International  
Council of Women,  
May, 1925.

delphia, Pennsylvania; William F. King, M. D., Indianapolis, Indiana; Gertrude B. Lane, New York City; Julia Lathrop, Rockford, Illinois; Mrs. William Brown Meloney, New York City; Mrs. Bina West Miller, Port Huron, Michigan; Mrs. Elizabeth A. Perkins, Ann Arbor, Michigan; Mrs. Raymond Robins, Brooksville, Florida; Mrs. F. Louis Slade, New York City; William F. Snow, M. D., New York City; Louise Stanley, Ph.D., Washington, D. C.; French Strother, Washington, D. C.

The President selected Dr. Ray Wilbur as Chairman of this Planning Committee and chairman of the conference that is ultimately to be held. Dr. Wilbur had been a friend of the President's since boyhood, had been a practicing physician, President of the American Medical Association, President of Stanford University, and had come to Washington as Secretary of the Interior. The President made Dr. Barnard, a student and enthusiast about child welfare, who had been a part of the Food Administration during the war, and for twenty years was engaged in public health work with the New Hampshire and Indiana State Departments of Health, Director of the movement. Dr. Barnard has established national headquarters for the Conference in the Department of the Interior Building, in Washington, from which the detail of the study is carried on.

The first meeting of the Planning Committee was called at the White House on July 29, 1929. The President in addressing that committee said:

"Through Secretary Wilbur and Secretary Davis I have invited you here as the nuclei of a Planning Committee to inaugurate a most important movement to the Nation as a whole. That is, that we

should take national stock of the progress and present situation in the health and protection of childhood; that out of this investigation we should also develop common sense plans for the further advancement in these directions.

"I have suggested that in order that these investigations and recommendations may be brought about in the most effective manner, that a number of committees should be organized to cover different phases of these subjects throughout the nation; that after these investigations have been carried forward and conclusions

reached by these committees, then that we should call a White House conference of public officials, associations and others interested in these questions, to consider the recommendations. Further, that such of the policies that may be adopted by that conference should be followed up by definite organization throughout the country.

"We realize that major progress in this direction must be made by voluntary action and by activities of local

government has some important functions to perform in these particulars, all of which will need to be considered, but we may save years in national progress if we can secure some measure of unity as to view and unity as to program, more especially as these views and programs are to be based on searching examination of fact and experience.

"Generous means have been provided to enable you to carry forward this task without difficulty, and I wish to assure you of the complete support of the Executive.

"I need not urge upon you the fundamental importance of this undertaking. The greatest asset of a race is its children,

*There is a crying need to make available in simple, lucid terms the findings of experts. While this need remains unfulfilled, child lives are not only falling short of normal possibilities, but are actually being marred and wasted through ignorance. The wisest move in the conservation of child life at the present moment seems to be to develop technique and machinery to translate scientific data into human terms.*

HERBERT HOOVER,  
Annual Meeting A. C. H. A.,  
May, 1927.

that their bodily strength and development should prepare them to receive the heritage which each generation must bequeath to the next. These questions have the widest of social importance, that reaches to the roots of democracy itself. By the safeguard of health and protection of childhood we further contribute to that equality of opportunity which is the unique basis of American civilization."

This committee, after careful study, outlined its purpose in the utmost simplicity. It is to find out what is being done for the child, to report its findings to the conference, and make recommendations as to the future.

Under the guidance of its Chairman and its Director, this Planning Committee spent months in building up the personnel of the various working units. The whole problem of child health and protection, it found, divided itself into four sections. The first of these is Medical Service, which is to be headed by Dr. Samuel McC. Hamill, of Philadelphia, eminent authority on child health and former president of the American Pediatric Society. His work in turn has been divided into three sub-sections—one on parental and maternal care, one on medical care of children, and one on growth and development. Each of these committees will be made up of a score of specialists selected from the best material in the Nation. Thus is this phase of the problem so organized that it may be handled thoroughly and dependably.

The second section of the great study will be that of Public Health Service and Administration. Surgeon General Hugh S. Cumming, head of the Federal Public Health Service, will himself preside over this section. It also has been divided into

three sub-sections. The first of these is public health organization, the second is communicable disease control, and the third is milk production and control.

Section three is to be devoted to Education and Training. Thus is it shown that the study is to be much broader than merely one of health as we ordinarily think of it. This section is to be headed by Dr. F. J. Kelly, President of the University of Idaho. His section has been divided into six sub-sections. They are the family and parent education, the infant

and preschool child, vocational guidance and child labor, recreation and physical education, and special classes.

Section four is to be devoted to the Handicapped Child, considering prevention, maintenance, and protection. At its head is C. C. Carstens, Director of the Child Welfare League of America. His work has been divided into four sub-sections. They are State and local organizations for the handicapped—public and private; a study of the physically and mentally

handicapped; a study of delinquency; and of the dependent child.

The chairmen of the sub-sections are as follows:

Growth and Development, Kenneth D. Blackfan, M. D., Boston, Massachusetts; Pre-natal and Maternal Care, Fred L. Adair, M. D., Chicago, Illinois; Medical Care for Children, Philip Van Ingen, M. D., New York City; Public Health Organization, E. L. Bishop, M. D., Nashville, Tennessee; Communicable Disease Control, George H. Bigelow, M. D., Boston, Massachusetts; Milk Production and Control, H. A. Whittaker, Minneapolis, Minnesota; The Family and Parent Education, Louise Stanley, Ph.D., Washington,

*Since conditioned environment is essentially the basic feature of our best modern education program, the conditioning of the child's environment from babyhood to adolescence, with respect to food, clothing, housing, fresh air, baths, exercise and rest, must be considered his elementary rights. But the development of standards with respect to these things in relation to the child's health should be by the best scientific and educational authorities.*

HERBERT HOOVER,  
Annual Meeting A. C. H. A.,  
May, 1926.

D. C.; The Infant and Preschool Child, John E. Anderson, Ph.D., Minneapolis, Minnesota; The School Child, Thomas D. Wood, M. D., New York City; Vocational Guidance and Child Labor, Anne S. Davis, Chicago, Illinois; Recreation and Physical Education, Henry Breckinridge, New York City; Special Classes, Chas. S. Berry, Ph.D., Ann Arbor, Michigan; State and Local Organizations for the Handicapped, Mrs. Kate Burr Johnson, Raleigh, North Carolina; Physically and Mentally Handicapped, W. J. Ellis, Trenton, New Jersey; Socially Handicapped—Dependency, Homer Folks, New York City; Socially Handicapped—Delinquency, Frederick P. Cabot, Boston, Massachusetts.

Gradually the personnel of the sub-sections was built up. Each constituted a committee made up of individuals chosen from the best material in the nation. Leadership in given fields was the only consideration in making appointments.

Each of these sub-sections has been concentrating on its special problem. Each of these problems is of an importance that would have been worthy of a series of national conferences. All of them taken together make up a study of this subject of such sweeping scope as has never before been made in all the world. The aggregate of experts engaged on the study is about 500. The time they are given to finish it is, roughly, a year.

It should not be forgotten that all of this work is preliminary. Its purpose is merely to compile the facts for the big conference and to make recommendations. The final meeting to which all of this is to lead is to be known as THE WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. When it meets and considers the work of a year on the part of these many committees the further program will be outlined. At this time, when the work has but begun, no one can even surmise the outcome.

The expedition, however, is on its way. Though sponsored by the President it is not a governmental undertaking. The

eminent authorities who lend such value to the studies contribute their services. There are, however, many expenses incidental to so large an undertaking. The President has received private contributions amounting to \$500,000 to cover all such expenses.

The White House Conference on Child Health and Protection will be the third of a series of conferences called by Presidents to consider the problems of the child. The first was called by President Roosevelt in 1909 primarily to consider the care of the dependent child. The year following this conference the Children's Bureau was organized and a new department of our Government was established for promoting the welfare of the child.

President Wilson in 1919 directed the Children's Bureau to organize a second conference. In the last year of the war it seemed desirable to take stock of the quality of our children. And so the Children's Bureau set to work to make this appraisal. In a single year, in cooperation with many other agencies, six million children were examined and their health status recorded. The data so obtained was available for the 1919 conference which, before its close, recommended standard procedure for the consideration of such subjects as maternity and infancy, child health, and dependency and delinquency.

Ten years have passed since then. The country is no longer suffering the effects of post war conditions. It has enjoyed a decade of unparalleled prosperity. The current belief is our children have profited even more greatly than our adult population as a result of that prosperity. It is believed they live under better home conditions; that they are better nourished; that the schools in which they are educated are better equipped and supervised. But it is not known whether those beliefs rest on sound facts or are largely developed out of the desire that our children should have all the things which will make them finer citizens in the years ahead.

# Observations on the Creative Impulse in Very Young Children

FLORENCE CANE

Director of Art, Walden School, New York City

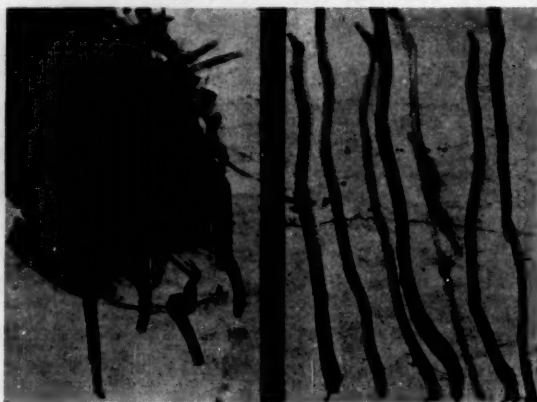
I BELIEVE man is born with the power to create. My work with the children is based on the belief that almost any little child can learn to draw or paint as naturally as to speak or write. They are all languages of his being. The graphic form has not been cultivated to the same degree as speech, but it remains a natural form of expression, appearing in the child, as in the race, either simultaneously with, or previous to, written language. Whether it develops sufficiently in maturity to become a professional art is not the point. Its greatest value is as a channel of expression for the subjective life of the child during its growth.

The first stage to observe is the nursery period at home. Although the creative impulse is universal, its first appearance comes so early and takes such a simple form that it usually passes unobserved and unvalued. Yet to be aware of this first appearance is of inestimable importance. The value of the creative impulse is immeasurable; through its manifestations the spirit of the child lives and has its being. Its purpose is to preserve the spirit, just as the instinct of self-preservation preserves the body. For this reason it would seem more accurate to

think of it as an instinct and name it the instinct of self-creation. This instinct is tender and fragile in a baby and needs protection just as the young body does. If it receives this protection, it may develop into a conscious power directed by will. But for the parent to play his part requires understanding of the creative process and knowledge of the conditions and materials that encourage it.

The baby should be left in silence, uninterrupted, in a safe place, so that it does not need supervision. Within reach should be some natural material, such as sand, pebbles, sticks, leaves, cards, or blocks—things that lend themselves to be arranged or molded according to his wish. He should be free to explore at his own pace, which may

be quite eager and swift, or ambling and deliberate. If a grown-up is near him, she should appear to be entirely absorbed in her own work and observe the child without his being aware of it. Under these conditions a healthy, unspoiled child will explore his world, master it and begin to order it. First, he will touch an object and handle it, try to break it or bend it or pull it apart, to find out its nature and possibilities. He may taste it or smell it or listen to it. He is using his senses



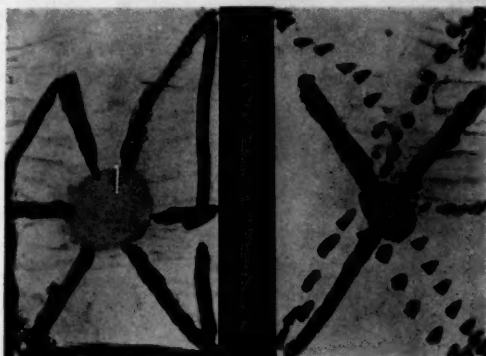
FIRST DAY'S PAINTING—THREE YEAR OLD CHILD

to test his material. This may be termed an instinctive sensory experience. When this instinct is satisfied, he will want to experiment with the material with which he is now familiar. The next step will take the form of some simple activity, such as digging, piling, pulling, breaking or throwing. If he is playing with earth, he may dig a hole or make a mud-pie; if he is playing with stones or blocks, he may pile them up and knock them down; or if he is playing with sticks, he may break them up as small as he can. This activity, for its own sake, is instinctive muscular activity, similar to kicking or playing with his fingers, but now it is with objects outside of his own body. After a period of time, his desire for this simple activity also becomes satisfied and he searches for something new. As he searches, a groping wish to arrange these things in some order appears. Instead of

one desultory mud-pie, he makes a series of them; instead of a pile of stones, he wants a row or a square. The row may be exceedingly irregular and the square lopsided, yet the attempt is important, for in it lies the emergence of order out of chaos, the eternal recurrence of expression through the rhythmic law. This effort contains the creative instinct; an initial attempt of the self to shape the material world according to a plan originating

within. It is extremely interesting to note how some evidence of a sense of proportion, balance and symmetry appear. The principles of art are in everyone. They need only to be brought out by opportunity and encouragement. The child's interest in these first crude attempts is usually very serious, and may hold his attention

a surprisingly long time. Care must be taken not to interrupt him during the time of discovery and execution. Something mysterious and sacred is happening to him. A connection is being made between the self and the universe, with the self as master. He feels a sense of expansion, achievement and well-being. At such a time he may look up or call to the grown-up near him to share his adventure, and the response he gets will in a large measure influence the future. If he receives indifference or a frown, he may feel crushed and subdued, per-



BEGINNINGS OF DESIGN—5 YEAR OLD CHILD



SEDAN ROADSTER IN TEMPERA—3 YEAR OLD CHILD

haps irritable and unhappy; the new sense of achievement will be lost, and the wish to do more will be diminished; but if he receives a smile and a friendly recognition of his achievement, a true valuation of it in relation to his stature, the experience will be rounded out, completed and strong. It may lead to another attempt soon after, probably something a little harder, a little more complex and of longer duration. For example, a child

of two and a half was playing on the floor making a simple border pattern out of some cards. She showed deep interest and concentration. The mother, who was sewing near by, regretted that the supply of cards was giving out, as she realized how much the child wanted to continue what she was doing. Then an idea occurred to the mother. She removed the cards from the beginning of the border at the farther end of the room and placed them near the child. The child was bending over, absorbed in her work and indifferent to the fate of the first part of the design. The mother kept her supplied in this fashion as long as her interest lasted, which was at least half an hour. In this way something was completed in the child. Her wish and her accomplishment were balanced. The creative faculty is increased by understanding and love.

The first manifestation, then, of the creative process is the satisfaction that comes from repetition. Repetition is the simplest form of rhythm. Rhythm may be described as energy in alternation, positive and negative. All the intricacies of form and design grow out of it. A rhythmic impulse in the child is inevitable. It is the basic formula of the world of which he is a unit. The universe is created in rhythmic measures of ordered time: the years, the seasons, the days. Life itself is born of positive and negative sex forces. The child unconsciously feels the rhythm of his breath, of his heart-beat. The atom symbolizes this truth. The positive proton and negative electron together form the third unit which is the atom, the particle of life. While the child is young and instinctive his art is unconscious, but as the

instinct becomes cultivated and trained to be an active will, his heart becomes conscious, and as this happens, the self becomes more integrated until the individual may be born of the effort. Thus art becomes a means of developing the human being, which is its true purpose and function. From this point of view it becomes clear that the instinct of creation may become the instinct of self-creation.



ORIGINAL DESIGN IN COLORED CHALK—  
6 YEAR OLD CHILD

We next observe the nursery school, where simple art materials are given. The child proceeds very much as he did in playing with sand and stones, for the impulse to create originates in play; only later does the desire or power for sustained effort appear. It seems that genuine energy to labor grows out of fulfil-

ment in play. The child begins by covering the paper with bright marks of crayon or pools of paint, just for the pleasure in the movement. Next the color excites his sensation; following that the dabs and pools of accidental shapes excite his imagination. These forms in turn link with his own experiences and bring his emotions into play. Thus the whole child is functioning, the painting becomes a simple joyous form of self-expression as well as an integrating experience. The essential nature of a young child's drawing is fantastic and to an adult, perhaps unintelligible. Any attempt to correct at this time may cut off interest in the activity entirely. Later, instruction will have its place, but here the stream must flow on, because at this time the world of imagination is more vivid than perception of reality; for the child his symbols are adequate. A formless pool of paint in one picture he calls a house, a similar one in the next he calls a moon. The forms may

have purely subjective meaning to the child. One little girl of five was heard to say about her painting: "This looks just the way I feel inside."

Although at this age the child is still in its instinctive stage and should not be disturbed in setting down its material, nevertheless it is much better even thus early that the teacher be an artist. He can keep the child's experience free and flowing, satisfying the child's needs without being aware of it. The artist recognizes the true elements of primitive art in the child's drawings, and by encouraging those and anticipating his difficulties prevents frustration. The artist does not ask the child to explain his work; he understands tacitly through the art itself. He also is more aware of the first signs of balance and symmetry, harmony and rhythm in the work and his consciousness of them is communicated to the child. Perhaps they share the same glowing world.

But the artist teacher gives something else besides understanding of the child. It is the understanding of materials, how to use them and care for them as an artist and craftsman should. Many a child becomes confused and blocked without knowing the reason why, merely through encountering the hand icaps of muddy water and neglected brushes.

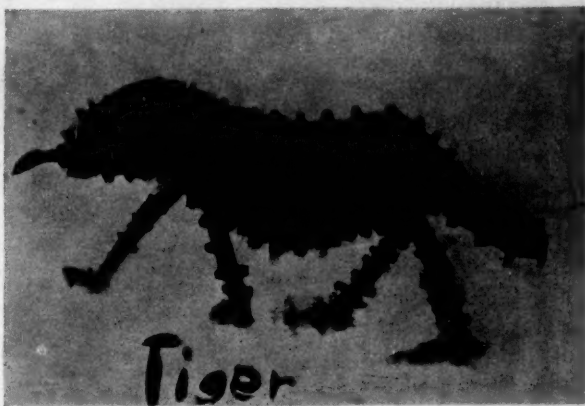
Another means of liberating the child is through training him early to a free use of the body. With very little ones not much is said, but when they are painting the teacher takes hold of the arm and stretches it out into large movements. Sometimes a few of them go to the blackboard, and

there standing as tall as possible, with feet wide apart, make lines or circles as wide as they can reach. This seems to give them more power to express their intention; clarity and form soon begin to appear. The larger rhythm which they have just practiced has two desired qualities, it releases a primitive strength and adds a greater control. The following report is an example of the work in a nursery group. It is a record of a day in Walden School, when paints were given to three-year-old children for the first time. Pictures Nos. 1, 2 and 3 illustrate these records.

#### RECORD OF GROUP 1

Three tables were arranged covered with oilcloth. A sheet of paper and a large brush at the end of each table. One dish of paint in the center of each table. Red paint on the first table, blue on the second, yellow on the third. Nothing was said to the children. They were at play with other things at the time. They came up, one at a time, and looked at the new

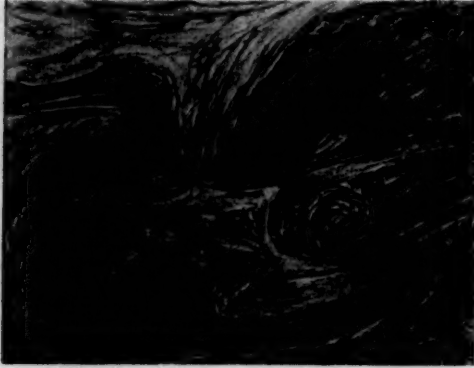
things quietly. They either said they wanted to paint or sat down, picked up a brush without saying anything, and began painting. They worked quietly and concentratedly from twenty to forty minutes, according to their span of interest. It was a longer time than



PAINTED BY A SEVEN YEAR OLD CHILD

they had as yet remained at one occupation. They seemed thoroughly interested and oblivious of everything else. At first they worked entirely alone. They began by swashing the paint on the paper in dabs or pools. When they got too much paints on, they were shown how to wipe

the brush against the edge of the dish to make it dryer. Some of the children, of course, controlled their material better than others. The teacher went up to one child who was making one pool of paint after another without change, and took hold of his hand gently, stretched the arm out full length and moved it to and fro, giving



BEGINNINGS OF BALANCE AND RHYTHM—  
8 YEAR OLD CHILD

him an experience of long, rhythmic movement. He smiled happily, as if pleased, and then began painting rows of lines. After that he began painting objects—a window and then an automobile. The physical rhythmic state had stimulated the creative power. Some worked in cramped positions. These were taken one at a time to the blackboard, and they there drew with large arm movements on the board. It had an immediate effect in making the painting more controlled and more clear. The experiment was fruitful. It was the simplest presentation of paints yet organized with the application of physical coordination from the very beginning, accompanied by brief instruction on controlling materials through order and cleanliness. The records follow:

#### *Record of David G.*

Having difficulty in adjusting at school. Seemed oblivious for the first time while painting, also physically released. Moved about freely and happily. Much more

conversation than before. Worked at table with Rhoda. Exchanged colors, mixed colors and discovered blue and yellow make green.

#### *Rhoda S.*

Came to table quietly, much absorbed. Showed deep concentration. Good control of brush. No interruption. She made green paint with David, afterwards traded their green paint with Phylis for red.

#### *Phylis G.*

Started with great energy and interest. First made curved lines. Seemed interested in the activity and in turning out quantity. She did about twelve, first red; later on, blue and red. She was thoroughly happy and satisfied. It was not done for admiration, as her work usually is, but seemed to indicate a true expression to herself. She worked forty minutes.

The writer made these records with the aid of the group teacher, Cornelia Goldsmith. They are offered here as evidence of the simple form this work assumes in the early period.



CHALK DRAWING BY 8 YEAR OLD CHILD

As the years go by, we find more and more evidence of an integrating effect on the child in this work. Painting may be a direct expression of the emotional life, and if security is achieved in this form, it may be unconsciously transferred to the whole life.

# Personality Fears in the Young Child

GARRY CLEVELAND MYERS, PH.D.

Head Division Parental Education, Cleveland College, Western Reserve University;  
and Editor of *Babyhood*

**T**HE child two or three years old may, when spoken to by those unfamiliar to him, suffer from shyness. The parent, overawed by the importance of convention, and failing wholly to appreciate the child's difficulty, is likely to make him who is shy suffer more instead of less. "Why don't you answer the lady? Shake hands with her. I'm ashamed of you." Such are common ways which parents have of torturing their little children who already have been overwhelmed by personality fears. The stranger who has occasioned the child's discomfort conspires with the parent to reinforce the torture. She insists upon a reply from the child; she interprets his action as a personal affront to her. She may ask the child if "the cat has taken his tongue." She may go on teasing and bullying the little sufferer.

What ought the mother to have done in such an instance? She should have acted as if she did not see the child's failure to respond to the other lady. As quickly and as tactfully as possible she should have begun to talk about Byrd's trip to the South Pole, about the school bonds to be voted on—about anything to divert the lady from annoying the child. The child so relieved would soon voluntarily join in the conversation. A few more successes and his shyness at meeting strange adults would almost wholly disappear.

You may be a teacher in the kindergarten or primary grades. How frequently you find a parent coming to the school with a child who is shy, a child in whom she has inspired self-consciousness, and fear of folk! It may be a child of pre-school age or an older child. The mother

may call your attention to some physical defect, or she may recite his faults right in his presence. If you address the child, as you should, he may not respond. Of course, you will recognize his difficulty; you will respect his feelings; you will attempt to divert the mother from his "faults." You may not, at first, succeed, for she, very conscious of convention and fearful lest you will think she has no manners, or has not trained her child to be courteous, insists that he shall represent the family properly. What little children have to suffer to protect parental pride! Although the mother is inclined to persist in such annoyance of the child, you can usually succeed at last in diverting her from her torturing him. You tactfully must lead her to know that you understand how the child feels and that his feelings are more to be considered for the moment than conventions. The way for anyone to teach the child good manners is to set before him always good models, to make him feel comfortable, to teach him happily to do courteous things, and then to celebrate successes in him.

Occasionally there comes the very timid child to school. When called upon he may sit motionless, or fail to speak. The thoughtful teacher does not hasten; she is patient with the child. She does not suggest to him that he will be scolded in case he does not respond. She waits for a more convenient season. Then she selects a time when it will be easiest for him to talk, such as in a group game or in some informal situation, where he will respond so naturally as not to be aware of what has happened.

A few children, when they speak in class, can not be heard farther than a few

feet away. The teacher may be tempted to command the child sharply "speak up so we can all hear you." With extraordinary effort the child may this time speak more loudly. But his experience may also render him more fearful in the future. Next time he recites he may speak as inaudibly as before. "Louder, louder," is a favorite command by teachers in the grades. But this command is rarely given in the kindergarten, practically never in the nursery school. One might expect it to be more frequent with the younger children and that the tendency at low speech by pupils would decrease as the children moved upward through the grades. On the contrary, timid speech seems to be most prevalent in the senior high school in spite of the teachers' efforts over years and years to train the pupils "to speak so as to be heard." Fear is at the bottom of most weak voices in the school-room. The child who can be scarcely heard in class may speak most lustily upon the playground.

The way, then, to help the timid child to speak more audibly is not by calling "louder, louder," to him, but rather by avoiding such awe-inspiring orders, and by striving to make the child feel comfortable when he is called upon to speak before other children. The child well at ease, who has something to say, will say it loud enough for those to whom he speaks to hear distinctly.

Children long before the school age acquire fears of ridicule by their comrades. The child as well as the adult is in constant dread lest others think that he has fears. The most overwhelming and destructive fear we have, no doubt, is the fear lest others will think we are afraid; whether the fear is of things of natural phenomena or of persons.

Consider this phenomenon in school. What do children mostly laugh at there? At the discomfiture, misfortunes and mistakes of their classmates. Much of their pleasure is paid for by a comrade's pain. Most children, particularly in the lower grades, learn early to have no direct fear

of their teacher. When they rise to recite they may, however, be very uncomfortable; they may be overwhelmed by fear. Perhaps they crave to win the teacher's praise and therefore have the fear that they may not earn this approval in the recitation. It is not approval of the teacher in itself which the child covets most, but the praise of her which is heard by other children of the class. Then there is the awful dread by the reciting child lest her classmates will laugh at her mistakes. But the greatest fear is that the teacher may drop a word to cause the other children of the class to laugh at her. Unconsciously, the teacher, even in the kindergarten, certainly in the grades, is inclined to make remarks occasionally which aim an arrow from a score of children all at once at the heart of an innocent classmate who has done her very best in an attempted recitation. The teacher has caused her children to inflict upon their classmate awful suffering; she has created heartache in the little child and has helped to mar his personality. Let the teacher without guilt step forth. She may never come; for the human urge which motivates a teacher or a parent to inspire feelings of inferiority in others is so powerful and so universal that hardly any of us dare to claim complete immunity. Nevertheless, if we are vigilant we can reduce our sins in this respect against the child.

Many parents and teachers, furthermore, aware of the child's fear of ridicule, resort to its use as punishment. A few believe that a child can be induced to work harder in school, pay more strict attention to the lesson, and to what the teacher or parent says, and can be made to "behave himself better" in the future if he is ridiculed and made to suffer after he has been lax, lazy or mischievous. Just because the pain which this kind of punishment inflicts is so severe it does seem to bring immediate and temporary results sometimes, particularly in cases of conduct. But its by-product is so destructive that no parent or teacher can afford to venture in its use.

Next to the home the nursery school affords the most natural situations in which children may ask questions and express opinions when they feel the urge to do so. For such expression by the child the kindergarten, as a rule, is almost or nearly as ideal as the nursery school. The break comes when the child enters the first grade. But, happy to observe the spirit of the nursery school and kindergarten is slowly creeping upward through the grades. Nevertheless, in spite of our optimism, the very beginning of the use of books by children suggests to the average teacher a formality which she is inclined to welcome. There comes to the teacher in the first grade, and increasingly more in the succeeding grades, the temptation to make the children feel that their questions are not always welcome. Accordingly, the child becomes more self-conscious and more cautious. He acquires a scheme of censoring his own questions and remarks most rigidly.

The parent is the worst offender in respect to children's questions. She is with the child most when he is most inquisitive. He often interrupts her interests. His ceaseless enquiries become a source of "nuisance" to her. Many questions which he asks she cannot answer. These questions stir up a conflict between pride and conscience. Pride often is the victor; for the parent either is disposed to guess an answer or to tell the child not to ask "such foolish questions", not to bother her.

But from children there come practically no foolish questions. The only sane thing to do is to assume that all questions by him are honest, earnest ones.

Teachers and parents are inclined also to say to children: "You know that; why did you ask it?" Perhaps the child does know, but he is not at the time aware that he knows. If by sympathetic explanation we can lead the child to realize that he knows what he had not known he knows we would be training him in independence and guiding him to have more confidence in his own resources. Show me

that I know something which I had not hitherto discovered and you unlock in me new powers. Scold and ridicule me for asking about what I am supposed to know and you make me lose self-confidence and feel uncomfortable.

Many questions little children ask in school which teachers can not answer. We are tempted then to be dishonest and to bluff. To do so saves us time and effort and also carries the suggestion to ourselves of our omniscience. There are so many instances when we can, if we choose, fool the child, and no one is available to check upon us. In all such instances our morals are in jeopardy. Naturally, it always takes considerable courage to be honest when we do not have to be. What should be of more concern than our own souls in this situation is the child's moral and educational future. If we bluff we set him on the road to intellectual dishonesty and rob him of the opportunity to acquire a passion for precision. Furthermore, we lose the opportunity to stimulate in him a greater learning zeal. Whether we are parents or teachers, let us go with the child, even long before he can read, to sources of knowledge to seek answers to his questions. We will then inspire the child with greater eagerness to learn; we will make him feel that his efforts to acquire more knowledge are worthy; we will make him feel himself more worth, while as we learn with him and even learn from him. When the smallest child tells us something which we had not known, let us help him enjoy the thrill which he deserves at having been our teacher. So, then, when we always take an honest learning attitude in the presence of our children we stimulate them in a thirst for knowledge, we inspire self-confidence in them, we encourage initiative and certainty. We help them build up personality.

In the average school are some practices which seem to be disastrous to the child's personality. A whole array of tendencies and methods are at work, particularly since the war, which may be

classified as means of furthering speed. The average classroom has an atmosphere of haste. Waving hands, shuffling feet, and wriggling children, make the modern classroom seem to be a place where bodily performance is the symbol of success. Called upon to recite, the child does not venture to pause. If he does, another pupil quickly takes his place. His comrades, excited, do not even wait for him to complete his recitation. Their hands are brandished in the air while he is in the midst of his last sentence. If he pauses to breathe once before he speaks, then hands go up and the teacher probably betrays impatience by her gestures. She may even tell the child attempting to recite, to hurry. She is conscious of her crowded program. To her a pause by the child of a few seconds seem to be several minutes. The teacher also is aware that her children are liable at any time to be given a test in which speed will be the major factor.

Every minute of the school day is a good time for her children to prepare themselves for rapid action under fire. Imitating the timed testing exercises, the teacher is likely to turn her teaching into testing, to exercise her children in doing quickly everything they have to do. Her reasoning is unsound. She wishes to train her children to have speed when the "crisis" comes. They accordingly acquire ability at saying and writing things with great dispatch. But in their haste they increase their errors and perpetuate mis-

takes. They and their teacher are annoyed by these errors and especially by the persistent repetition of these errors. All these things tend to make the child excitable and fearful lest his efforts to be critical of his own associations and judgments may make him seem too slow. The child is more comfortable to be quick and wrong than to be deliberate and right.

To learn effectively the learner must be comfortable. One cannot think when emotionally disturbed. In the classroom of today the average child is rendered so self-conscious, is so frequently distracted by the teacher and his comrades, and is so annoyed by the personality fears instilled in scores of ways that he cannot be comfortable. The child must rise and sit, recite and study by the stop-watch. In tune with it he is supposed to think. How can the child be comfortable? How can he think? The classroom often is the last place in which a child can think. Can such an atmosphere be expected to promote in the child a likeable and effective personality?

But the teacher does the best she can. Her personality has suffered also on account of the speedy atmosphere in which she has to work. What she must cover in a given time often is prescribed exactly. More and more new things are added to the course of study and few of the old things are dropped. The teacher passes on to the child her nervousness. He always is the final and severest sufferer.

## ANIMAL CRACKERS

Animal crackers, and cocoa to drink  
That is the finest of suppers, I think;  
When I'm gown up and can have what I please  
I think I shall always insist upon these.

What do you choose when you're offered a treat?  
When mother says "What would you like best  
to eat?"

Is it waffles and syrup, or cinnamon toast?  
It's cocoa and animals that I love the most!

The kitchen's the coziest place that I know,  
The kettle is singing, the stove is aglow;  
And there in the twilight, how jolly to see  
The cocoa and animals waiting for me!

Daddy and mother dine later in state  
With Mary to cook for them, Susan to wait;  
But they don't have nearly as much fun as I,  
Who eat in the kitchen with nurse standing by;  
And daddy once said he would like to be me  
Having cocoa, and animal crackers once more  
for tea!

*Silver Pennies, by Christopher Morley.*

# Education in Eight European Cities

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## TYPES OF SCHOOLS VISITED IN BERLIN, GERMANY

### I. PESTALOZZI FROEBELHAUS

A training school for Froebel and Montessori methods to be used in the family, nursery and kindergarten. Courses of one and a half to two years for high school graduates.

### II. MONTESSORI KINDERHAUS

A training school for the Montessori method, to be used in the family and Montessori schools. Six months' training course for experienced teachers.

### III. PAUL GERHARDT STIFTS

A Lutheran school training the Sisters and young women to be nursemaids in the home and teachers in the nursery kindergartens. Three semesters of training.

### IV. BERLIN FROEBEL VEREIN

Orphans and other young women are trained to be maids in homes, or nurses. Three semesters or one and a half years' training.

### V. VEREINS JUGENDHEIM C. V.

Young women are trained to become housemaids, nursery maids and kindergarten teachers. One year to one and a half year's training.

In these five schools the length of the course varies in each depending on desires to become maids, nurses or teachers. They are separate from free schools. They are chiefly supported by private funds, also a nominal sum paid by children, and the tuition paid by young women in training.

### VI. PROGRESSIVE PRIMARY GRADE OR BEGINNING FREE SCHOOL

Supported by States of Prussia. There are two categories:

- (a) Those with regular beginning classes for children of six. Up to date methods. Many young men teach in these primary grades;
- (b) Montessori classes for children of six. The teachers are trained in Montessori methods.

## PRAGUE

In the ancient city of Prague, Czechoslovakia, one is amazed to find kindergartens of the newer type leaving but thirty of the old type. These kindergarten buildings are called "Mother Schools" and are located in largely populated districts of Prague. They are supported by the city, while the grades above the kindergarten are supported by the State. One description of a building of the newer type will give one a very good idea of them all. As one enters the hall there are low racks provided for the children's wraps, they are labelled with celluloid markers which have a certain picture on them, denoting different children's belongings. The hall leads first to a beautiful room which has three bay windows, giving plenty of light and sunshine and showing a glimpse of the large playground and sand-boxes for out-of-doors activities. This room is arranged for forty children; it is painted in light blue and dark red with white trimmings. Platforms are built in the bay windows, the center one is protected by a low fence, the platforms on either side of it have a couple of steps leading up to them. The chairs are small, four around each table, and the tables are placed in straight rows. There are a few comfortable easy chairs in the room with pretty cushions to add to one's ease. A chest contains individual

drawers for the children, cupboards are ample. A really remarkable sand table is found here, when closed it makes a table with a very solid top, pushing the top of the table to one side, a sand trough is revealed, zinc lined and firmly built.

From this room one goes back into the hall and the second door leads into a very good wash-room where hang the individual cups, and there is the storeroom for go-carts, baby carriages and such space-taking objects. Beyond this is a second kindergarten room about the size of the first one with a platform completely across one side and not in the bay windows, and it is almost identical with the first room in furnishings but has different color combinations in the painted woodwork, it is orange, red and white. In a workroom are found interesting solid wooden heavy blocks  $2\frac{3}{4}$  ft. long, 3 by 3 inches in width and breadth, having a hole at one end which is for the purpose of grasping with

stairs, bridges, and elevated walking boards. Equipment in this school shows wonderful possibilities for teachers are working carefully to have the best, already they have small rocking-horses, baby carriages for dolls, and fascinating little theater stages for puppet shows. One puppet moves its jaws as well as its limbs. Much small material is found here, such as sea-shells, seeds, sticks, small colored crayons, and mounted small cuttings of colored paper.

The Froebel method is considered too old and is not supposed to be used, the Montessori method meets with far more approval, but as yet there is little Montessori equipment. Teachers are working out their own method according to present day psychology, under the guidance of the professors at Prague University. The children are guided and encouraged in their work, not dictated to. Work is not prescribed in any way.



INTERNATIONAL SCHOOL, GENEVA, SWITZERLAND

the fingers when handling them. These blocks resemble the yard blocks used in the nursery schools in America, they are just as heavy but not as unwieldy to handle and they are splendid for making

Behavior records are kept and the children are checked on the following points:

1. Control of emotions.
2. Memory.
3. Attention.

4. Graphic (art) accomplishments
5. Physical development.
6. Games.

Promotion into elementary grades is based on these daily checkings and record sheets are provided for this work.

Most of the children's work indoors is spent at tables for there is little available floor space excepting in the rooms where the blocks are used. They are out of doors a great deal working in the sand, playing in the court, and taking care of their plants. Everything is spotless and clean, the toilets and washstands are built low and are of the right height and size. There is one shower-bath and one tub where there is running hot and cold water. A special stand is built for individual soap dishes, drinking cups and tooth brushes.

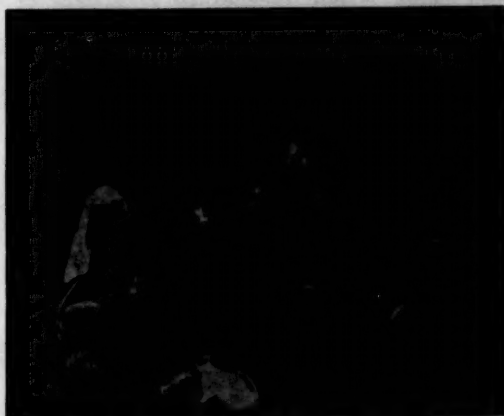
The children stay from 9 to 11.30—bring their own lunch which they eat at low tables which have tablecloths. These are in the basement and are used after elementary school hours for the older children as they learn to cook and do other domestic duties. Most of the kindergartens have the children go home for the noon meal and naps.

NOTE: Noted special schools in Prague for older children are Vytvarna Proce, a noted art school, and Anahy A Prace, a school for cripples and deformed boys and girls. The first school issues a beautiful year book concerning its art work, the second school in its catalogue shows how hopeless cases of deformed and crippled children are taught to be self-supporting. American educators will profit much in visiting and studying these schools, regardless of their special age interests.

#### VIENNA

One is not doubtful of the statement that "Vienna, Austria, supports one hundred kindergartens". They are becoming city necessities and any parent or educator can direct you to them. Vienna is really doing startling things in carrying out its undertaking of building mammoth municipal apartment houses. These build-

ings frequently are found to house many kindergartens where individual teachers are looking after a group of thirty boys and girls between the ages of three and six. In some buildings the Montessori method is used in several rooms and in the remaining rooms the old Froebel material is handled and freely used by the children although there is no dictated work, excepting in the playing of group games.



KINDERGARTEN IN BERLIN, GERMANY

We will take a glimpse at the municipal kindergarten environment; the class-rooms have white tables and chairs, small screen playhouses with sides painted to imitate brick walls; attractive pictures and cork matting on the floor. In one of the very newest municipal buildings visitors are not allowed to step on the floor unless bedroom slippers are slipped over the shoes! Special wire cages protect the wraps and street shoes. Wash rooms have children's latest models in conveniences and places provided for towels, cups and tooth brushes, a kitchen for making cocoa. Little woven cane cots are provided for relaxation. In the Froebel rooms there are only small Froebel materials and supplies which teachers have devised for color work, number work, and doll play. Colored pencils, paper, scissors, plasteline and paste are always available. In the Montessori rooms there is the usual equipment, perhaps not as many sets of the apparatus

as they will have when the schools are older.

Children have medical attention once a year, oftener if not well. In one of these buildings there may occur some infection and in such a case everything is thoroughly disinfected even the small blocks and all the toys. Records are kept concerning health, attendance and progress for entrance into the real schools.

Some of the children arrive at seven and there is one teacher to take care of them, the other teachers do not have to begin their work until after eight o'clock. The children can remain in kindergarten until six o'clock. These municipal centers have large courtyards, where the children have their physical exercise and often a puppet show is given for their benefit in the court. Clever elevated puppet stages have been built for this purpose, and amusing puppets carry on their antics for the little folks. Many times the children assist in manipulating these puppets. Cizek's pictures are found on the walls and posters obtained from Stadtschulrat



CHILDREN FROM 6 TO 8, GENEVA, SWITZERLAND

Building No. 9; Burgring, such as Puss in Boots; Hansel and Graetel, and Jack in the Bean Stalk.

—Teachers in these kindergartens have two years of training, some in the beautiful Waldmüller Park School, others in a kindergarten Seminar, and some in Montessori centers. The girls in these two

schools have their practice teaching either in the same building in a kindergarten or in another part of Vienna. In the kindergarten Seminar there is a very fine art teacher—a Dr. Hammersdelay, who is a graduate from Dr. Cizek's art school; she is giving the young women splendid training in simple creative art work for young children. Each training school is trying to discover a satisfactory method for training children from three to six years of age. The teachers say they are taking the good that Froebel taught, adding to it the good discoveries since his time, and making a method for their own community. These schools lack large playground equipment and large-size indoor supplies, thus can give little physical exercise for the larger muscles of the body.

#### GENEVA, SWITZERLAND, AND MILAN, ITALY

In connection with the J. J. Rousseau Institute is *La Maison des Petits*, a school for children from four to eight years of age. A large residence building is used for this school, the lower floor being equipped to meet the needs of the children from six to eight years old, while the upper floor accommodates the children from four to six years old. The children are in the school from nine to twelve each morning and from one-thirty to four each afternoon.

The children on the first floor have several rooms and sun porches, where they work at their various problems, moving around at will. There is a great deal of counting material, weaving apparatus, painting supplies, and sewing outfits for work with cloth or leather. The boys and girls work at tables, either sitting or standing. These workrooms resemble a large art studio—for paper, paint, and other materials are ready for use on the many shelves about the room.

The little children on the second floor paint, draw, play with toys, and have social activities. There is a large yard and a sun porch for play. In the summer much work is done in out-of-door spaces.

One child is appointed to look after the

ringing of the doorbell, taking callers and visitors' cards to the head teacher, and presenting these people to those in charge.

One teacher from J. J. Rousseau Institute gives the Binet test to the children in this school, using the results for research purposes.

★ Affiliated with the International School of Geneva is a school for children from four to six years of age. Miss Marie Anne Ferriere (who is director), has built for this school a one-story building resembling a summer cottage on the property of her grandfather's chateau, where she now lives. Beautiful trees and sloping ground make the spot ideal for a children's school and playground. The building is called "La Voliere", meaning "The Birds". This is an appropriate name, as birds are manifold on the grounds.

There is a cloakroom, a small and a large classroom. The cloakroom has necessary hooks for wraps. The small room is furnished with several small work tables, a few arm chairs, and a light blue washstand on which is an enamel pitcher and bowl. Underneath the table is a zinc pail used for carrying water that has been used. There is an extra pitcher for clean water and a sprinkling can. A small wall rack holds the towels. Four little brushes for sweeping are near the wall and one dust pan. Underneath all these supplies is a large heavy piece of oilcloth. Low shelves on the wall hold vases for the children to use for their leaves and flowers.

Miss Ferriere has planned a set of blocks (which is used in this room); the dimensions are approximately 1 by 4 by 4 inches, 1 by 4 by 8 inches, 1 by 4 by 12 inches, and 1 by 4 by 18 inches. A few of the square blocks are cut in half. There is no planned number of these blocks, probably two dozen in all.

In the large room, little yellow tables are arranged as they are in all Montessori schools. One table in the center has an attractive table cover on it. Around

Window benches are in front of the windows; there are a few wicker chairs and a stool. All the walls of the school are decorated with pictures by Jessie Wilcox Smith or from Cizek's school.

Children are free to carry out their own ideas with blocks, medium sized and small, and they use clay freely. The Montessori method is used part of the day. Much play out of doors is provided for, such as swinging and climbing on the strong limbs of the evergreen trees, running up and down the grassy slopes of ground and playing hide and seek. There is a large sand box with plenty of sand for the children to use.

The atmosphere of this school is that of a happy, contented home life. Miss Ferriere and her Montessori-trained assistant answer questions and guard the children, but never interfere with their creative inclinations. Very simple records are kept of the children's progress in their various attainments.

✱ In the International School at Geneva, Switzerland, is one room for the children between the ages of six and eight. Many nationalities are found here; one year there were as many as fifteen. Only twenty children can be accommodated in the small space provided for carrying on the work.

A Russian teacher, Miss Hartog, has charge of this room. She teaches the children both French and English. Each child pays thirty-six dollars a term.

As this school uses the Montessori system, chairs and tables are arranged in the usual way, excepting that due to lack of space the "hollow square" usually has to be filled with tables. On the wall are pretty fairy-tale border pictures. There is a canary and some vases for flowers. There is an outdoor play space.

It is interesting to hear these children converse fluently in either French or English. The school session begins at nine and ends at noon.

✱ A practical song sung in this school to the tune of "This is the way we wash our clothes" has the following words:

"This is the way we clean our nails,  
This is the way we brush our teeth."

In this same building there is a room of older children being trained by a teacher from Winnetka—she is using the Winnetka system—and is one of Dr. Carleton Washburne's teachers.

#### MILAN, ITALY

The noted Montessori School at Milan, Italy, has the usual open court for entrance, with its Italian trimmings, curving arched doorways, and large doors with gatekeeper. This school for children between the ages of three and six is part of a large school with boys and girls of many ages, resembling the elementary school in the United States.

The large room has white chairs and tables covered with white oilcloth. Three tables are placed in a row in the center, the middle one holds a bowl of gold fish. Outer tables and chairs are placed as in all Montessori schools. Two smaller rooms beyond are furnished with small chairs and tables, and pictures hung low. The office is reached by going through the supply room beyond the guests' seats. Visitors in this school sit on improvised tiers of seats, which are covered with black paper.

When work begins each morning, the children (after putting on their red aprons), gather around the head teacher and pray, standing before the crucifix, and also waft a kiss to Baby Jesus with the Mother Mary. Next they sing a song for Mussolini. Then they have the Montessori program, sitting at their little tables. They help themselves to the Montessori apparatus, which is distributed about the room on tables and shelves.

The children move quietly, for they wear bedroom slippers. These children come from a poor district in Milan. They come early in the morning and remain all day.

Lola Condulmor is the head teacher. She is known as the "Direttrice".

#### PARIS, FRANCE

Mademoiselle Ballon has charge of 85 kindergartens called *maternelle* in district 19, Paris, with 350 teachers doing the teaching.

Two schools considered good are found to be in very large school buildings in an over-crowded district in Paris. Each school has a large common room, with rows and rows of long benches in the center of it. Around on the walls hang the wraps and towels of the children. Several floors are occupied. The children are grouped according to their chronological age from three to six. They all sit at double desks and work with small sorting, fitting, or matching materials. A list follows of a few of these materials:

1. Deeroly puzzles.
2. Oyster shells to fit together (these have been painted light blue or pink).
3. Boards for fitting in pencil-shaped sticks.
4. Nests of wooden blocks.
5. Graduating spoons.
6. Colored rings to put on spindles.
7. Padlocks to lock.
8. Colored yarns to match.
9. Weights to match.
10. Sound envelopes to match (rattling seeds, corn, etc.).

All materials are too small. The supervisor made the remark that they had *no money*, therefore the teachers had to plan inexpensive materials! Consequently, it is very small and inexpensive.

In each of these schools the children are quiet as if in a church, excepting when they go out of doors to play in the court! The supervisor remarks: "They are very good".

#### PARIS, FRANCE

A large school for children called *l'ecole maternelle place Jeanne d'Arc*, Paris 13 C, is a few blocks from one of the famous Jeanne d'Arc statues. It is in a large building built around a square court. Mademoiselle Philbert is in charge

of this school. She is gracious and matronally. One hundred and fifty children between the ages of two and six attend this school, some remaining all day, others going home for lunch, as home conditions demand.

The two-year-olds have some rugs on the floor, where they can sit and play with toys or teddy bears. There is one small sand box, where the children sit on low stools and play with the sand, either using



PESTALOZZI-FROEBEL KINDERGARTEN IN  
BERLIN, GERMANY

their hands or small utensils. Several double seats and benches are used for handwork. Sewing cards with a fine cord is one of the occupations. On the wall of this room, hung low where all can see, is a large picture of a cow.

The three, four, and five-year-old groups have separate rooms furnished with small double desks and seats. A weaving loom of the shuttle type or of the simple type, where a short piece of yarn is inserted and knotted, is usually found in each room. On the floor may be seen a small doll's bed, doll furniture, or a small horse. On low shelves are pretty vases and pictures. One room has a little room off of it where there is a little cooking range. On top of this is a little oil heater, where the children can cook their lunch. A row of little pots and kettles hang on the wall. Many devices for reading words are kept in open cupboards, which are made out of painted grocery boxes. Each room is heated by a coal stove; some of the floors are wood, others are cement or stone.

One room for the five-year-old children uses the Montessori apparatus, and the furniture consists of individual tables and chairs. Other materials are used in this room, making it a combination method of the Montessori and French ideas.

There is a little room fitted up with long tables and benches for the lunch period. The wraps of the children hang in the hall, the markers are colored pictures cut from magazines and boxes. Toilets are under a roof outside the building; washstands are indoors; at each one hang some of the individual towels, cups, and tooth brushes. The children are poorly and sparsely dressed. In the summer these children are taken out into the country for their work.

Madam S. Herbinier-Lebert, C. A. I. E. M., is the directress at l'école maternelle, located on the des Grands-Champs in district 20 of Paris. The letters after her name show that she is qualified to become a school inspectress. In each school the directress is obliged to live in the building. Madam Herbinier-Lebert occupies an apartment on the second floor and has charge of one hundred and fifty children, dividing the class work with two other teachers.

The school building is large, looking not unlike a prison with large iron-barred



FREE PLAY IN KINDERGARTEN, BERLIN,  
GERMANY

windows on the first floor. Long years ago, this building was filled with children from the ages of two to seven, but for some time only a part of the building has

been used on the first floor. There is a large room for all the children to use for the purpose of taking off their wraps, to wash their faces, to play in the sand box, and to eat lunch. The Directress has one classroom for a group of thirty children. In this room are some individual tables and chairs and a library table, which the

The children from two to four occupy another room on the first floor. It is fitted up with long, narrow tables, little arm chairs (which the directress has bought) and canvas cots. There are pretty borders of children and animals on the walls and small "busy work" material for the children to use.

#### BRUSSELS, BELGIUM



KINDERGARTEN IN PARIS, FRANCE

teacher has bought with her own money. This modern furniture accommodates about half of the children, and the rest are crowded into the double seats with the old-time school desks. Slates and slate pencils are in vogue with the "saliva" cleaning rag of diminutive dimensions! The directress has made quantities of material for number work, reading, and sensory drills. Some of this material is similar to much of Decroly's and a little resembles that of Montessori. It is all kept in pasteboard boxes, which are labeled with different colored papers. All boxes with the same color are put on a certain shelf in the cupboards.

Madam S. Herbinier-Lebert, in the fall of 1928, put out some domino games for color, number, and alphabet work. She writes for the French primary magazine called *L'education Infantine*, and has edited a series of six books with a manual intended for home teaching, infant teaching, kindergarten teaching, and teaching of backward and mentally deficient children.

Dr. Decroly has charge of two schools just at the edge of the city of Brussels. One is a school for defectives at Ucele, the other is a school for normal children at Villa Montona. Dr. Decroly is a kindly little man who has traveled much in order to study educational methods. He first established his school for defectives. Finding the children progressed with his methods, he established this second school, and now many of the city schools of Brussels are using his methods and materials. The schools are situated in private houses, with beautiful wooded grounds surrounding them, and there are several buildings adjacent for woodwork, pets, and flowers. Dr. Decroly's eldest daughter is training to be the physician for these schools—she is completing her work in London. His youngest daughter acts as his assistant; at one time she went to Florida to help establish a Decroly school.

The children always have "centers of interest" around which they work—whether it be in writing, reading, language or geography. Dr. Decroly has devised much apparatus for testing children. A list follows:

1. A series of graduated dolls to hang up.
2. Pictures to match.
3. Money to match.
4. A collapsible wooden canopy to put together.
5. A collapsible cupboard to put together.
6. A circus tent to put together.
7. All types of counting devices using figures, animals, faces, flowers, and matching puzzles.
8. Insets to fit in frames.

About nine or ten teachers are employed in each of Dr. Decroly's schools. The school for defectives uses individual methods. In the school for normal children twenty children can frequently be handled in one class.

Dr. Decroly's office is small, but contains splendid statues of children and small pictures, which are copies of children's paintings from the great masters. The City and County School of New York City has published a book concerning the Decroly Method.

#### HOLLAND

*Amsterdam, Holland*, has two types of school work for children under six years of age: the Montessori School and the Kindergarten. New buildings are being erected for these.

There are several Montessori schools near the large community buildings which house the families of such men as policemen, tram conductors, postmen and clerks. Six groups of thirty children are taken care of in the Montessori schools, each housing 180 children. Buildings are large, occupying three floors, and there are two complete Montessori-equipped departments on a floor. There is one large room, one small room, one little kitchen, one cloak-room and a washroom containing children's toilets and washstands.

The large room has its tables and chairs arranged in the hollow square plan, these are different colors for different Montessori groups. The soft shades of these colors—green, lavender or rose—have almost a "spring fragrance" they are so pleasing to the eye. Draperies at the large windows have designs of blue and red flower pots holding a conventionalized red flower. Around the room are many attractive small pictures. A stove stands in one corner, but screened off by an iron protector in order to make it safe for the children when they are running about the room. On little shelves on the wall are miniature brass bowls, candlesticks and plates. The small room is provided with a couch, browsing table for picture books

and places to work when a child desires to be alone or removed from the group. The little kitchen has a low sink for washing dishes, cupboards for children's and dolls' dishes, pails to be used for scrubbing and a tea kettle for heating water on the stove in the main room. Individual drawers for materials are built in the center. These drawers are marked with artistic paintings of clocks, chickens, a candlestick or a flower. One little girl spends most of her time attempting to match color tones with the Montessori bells, others work at number devices more or less steadily, but the majority in a short period of time flit from one piece of apparatus to another. The delightful thing about these Dutch Montessori schools is that children show their true inheritance, or is it the effect of home environment? They are happiest when *scrubbing the floor* or *washing windows*. One child will fill a large porcelain pail with warm water, take a piece of chamois skin and wash a window, then wring out the chamois thoroughly and proceed to dry the window. Another child will get a pail of warm water, take a clean cloth and scrub some portion of the floor, which she feels needs tidying up.

There are two large playrooms where the children are taken for rhythm and marching. These rooms have gas grates at either end and low benches on either side—these benches are painted in the same soft colors found in the other rooms. Two painted lines are on the floor, not circular in shape but more of a shapeless oval! On these the children march as directed by the teacher. The youngest children march on the inside mark, going in opposite direction. As the children tire they drop out and sit on the benches, as they are rested they return to their activity. A teacher plays the piano and the children change rhythm as the piano directs. Carrying of peas, beans and seeds in little baskets is a great joy, also carrying colored water in a stem glass—all the while marching on the painted line. If a child spills his load, he picks it up or

scrubs it up, as the contents demand. Sometimes a child carries a tiny basket in each hand, making the *skill in steady holding and stepping* even more difficult.

These children are in school from nine to twelve each day, going home for lunch and returning for the afternoon at two o'clock. At five they leave for home, they have no lunch or relaxation period at school, for their homes are able to provide for these things.

Montessori schools for children over six years of age are carried on in connection with these schools but in different buildings in the same neighborhood.

The *kindergartens in Amsterdam* occupy more old buildings than new ones, but many new ones are being built. The old kindergarten buildings each house about two hundred children. A principal has charge and a kindergarten teacher has one group of forty children to look after. Each building has three floors with two or three kindergartens on each floor, and there is a playroom for each floor: toilets and washrooms (with glass windows) are on each floor. Wooden benches and desks are used for seat work, which consists of lessons with Froebel's third and fourth gifts, modeling with clay, painting on small paper and cutting of paper. Children sit at work while the teacher directs it. They talk freely to one another and to the teacher, but only use material freely *after* the dictated lesson. Singing is all directed, using two or three verses.

These schools have a big sand yard where the children spend their active periods. These sand yards are the largest found in any country visited, giving the children abundance of material and ample room to work, thus resembling a beach at a lake.

All of the kindergartens and Montessori schools are supported by the state of Holland, the teachers have their training in the city training schools.

The kindergarten buildings are usually located in a crowded district, where both fathers and mothers work out by the day.

The new kindergarten buildings are a

joy to behold, for in contrast to the old buildings they appear to be real paradises. The architect has spent time and care in making them artistically correct, and if aesthetic influence plays a part in marking or stimulating a child's future interest in art, these children will have a good start in harmony of colors, artistic proportions, and correct combinations of the exact fitness for things. All over these very large buildings the woodwork and furniture is painted in soft shades of every color of the rainbow with the exception of green—green is always absent. If one can imagine the soft shades of yellow, orange, violet, pink, and blue—vivid but harmonious—he has the mental concept of the color scheme.

In the hallways the hooks for the wraps have the most substantial and good-looking tiles found anywhere in Europe. They are tiles such as one finds in an art shop, in an elaborate tea room or in a handsomely appointed bathroom. These tiles could be well used for various purposes, for they are larger than the average marker or label for children's wraps, and instead of one object on them, occasionally there will be two ducks, two storks, or a couple of rabbits. Small toilets and washrooms open off of the halls and have glass windows to the floor, thus allowing the teacher to watch the children without entering the rooms.

These buildings have three floors, each floor has two classrooms with thirty children in each and a large playroom. About thirty chairs are in a room and small tables each accommodate two children. These are placed in "*classroom style*" and the teacher has a table in front of the children. All the playing and moving about is done in the playroom at a stated time. The play yards are provided with sand as in the old schools. Wide tile sidewalks have been constructed on which the children can walk and run, thus giving them a place to exercise if the weather is bad or if they do not wish to be in or on the sand pile.

In these kindergartens, children sit too

end -

long; there is a lack of large muscle-developing apparatus. Excursions are indulged in and the children are free in many ways, but they must all have a drink at a stated time and go to the toilet at the same time. In speaking of this one teacher said: "Unless a child is sick, then, of course, he can go for a drink or to the toilet if he wants to". Much time is spent in preparing small handwork in mat weaving, crayon drawing and small cuttings for yearly exhibitions.

The teacher in these schools say they

are working out their own method, and when asked if small tables and movable chairs were not more desirable than the long benches, one principal said: "They make too much noise, the benches and seats stay in place". A few of the desks could be made higher or lower to fit the child's needs.

These schools make no provision for noon hour or rest period in the afternoons. Children go home at noon, returning at two in the afternoon, to remain until four o'clock.



## CONVENTION OF THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATION ASSOCIATION

Atlantic City, New Jersey, February 23-27, 1930

### PROGRAM OF THE NATIONAL COUNCIL OF CHILDHOOD EDUCATION

#### PARTICIPATING GROUPS

*National Committee on Nursery Schools.* Chairman, Lois Hayden Meek, New York, N. Y.

*National Council of Kindergarten Supervisors and Training Teachers.* Chairman, Margaret Cook Holmes, New York, N. Y.

*National Council of Primary Education.* Chairman, Julia Letheld Hahn, San Francisco, Calif.

#### FIRST SESSION

Administrative Group X of the Department of Superintendence

Monday, February 24, 2:15 P. M.

Topic: Social Adaptation of the Young Child.

Contributions of: The Sociologist, Dorothy Swaine Thomas, Research Associate, Child Development Institute, Teachers College, Columbia University.

The Mental Hygienist: Douglas A. Thom, Director, Division of Mental Hygiene, Massachusetts Department of Mental Diseases, Boston, Mass.

The Educator: William John Cooper, United States Commission of Education, Washington, D. C.

Presiding, Lois Hayden Meek, Associate Director, Child Development Institute, Teachers College, Columbia University.

#### ANNUAL BUSINESS MEETING

Wednesday, February 26, 10:00 A. M., Hotel Breakers, Crystal Room.

National Council of Primary Education.

Note: Members are urged to be present.

#### SECOND SESSION

Wednesday, February 26, 12:30 P. M., Hotel Breakers Main Dining Room.

Luncheon Meeting.

Report of Present Status of Journal, "Childhood Education" Margaret Cook Holmes, Assistant Director of Kindergartens, New York, N. Y.

Address: Character Education of Young Children, William F. Russell, Dean, Teachers College, Columbia University.

Presiding, Julia Letheld Hahn, Director of Kindergarten and Primary Grades, San Francisco, Calif.



# FEBRUARY'S FESTIVALS

The following references will be helpful in planning work for February. They are given in *Kindergarten-Primary Activities Based on Community Life*, a 1929 book by Lucy Weller Clouser and Chloe Ethel Millikin, published by Macmillan Company.

## LINCOLN'S BIRTHDAY

- Baldwin, James, *Four Great Americans*. American Book Company.
- Bird, Grace E., and Starling, Maude, *Historical Plays for Children*, p. 271. The Macmillan Company.
- Brooks, Elbridge Streeter, *The True Story of Abraham Lincoln*. Lothrop Publishing Company.
- Denton, Clara Janetta, *Holiday Facts and Fancies*, p. 13. Penn Publishing Company.
- Eggleston, Edward, *First Book in American History*. D. Appleton and Company.
- Gilman, Mary Louise, and Williams, Elizabeth, *Seat Work and Industrial Occupations*, p. 88. The Macmillan Company.
- Putnam, George Haven, *Children's Life of Abraham Lincoln*. G. P. Putnam's Sons.
- Stevenson, Burton Egbert, *Days and Deeds*. Houghton Mifflin Company.

## ST. VALENTINE'S DAY

- Denton, Clara Janetta, *Holiday Facts and Fancies*, p. 21. Penn Publishing Company.
- Gilman, Mary Louise, and Williams, Elizabeth, *Seat Work and Industrial Occupations*, p. 89. The Macmillan Company.
- Patten, C. M., *The Year's Festivals*, p. 65. Wilson Publishing Company.
- Stevenson, Burton Egbert, *Days and Deeds*, p. 19. Houghton Mifflin Company.

## WASHINGTON'S BIRTHDAY

- Brooks, Elbridge Streeter, *Historic Americans*. Crowell Company.
- Denton, Clara Janetta, *Holiday Facts and Fancies*, p. 26. Penn Publishing Company.
- Eggleston, Edward, *First Book in American History*. D. Appleton and Company.
- Gilman, Mary Louise, and Williams, Elizabeth, *Seat Work and Industrial Occupations*. The Macmillan Company.
- Pratt, Louise, *American History Stories*. Educational Publishing Company.
- Seudder, Horace Elisha, *Life of Washington*. Houghton Mifflin Company.
- Stevenson, Burton Egbert, *Days and Deeds*, p. 11. Houghton Mifflin Company.
- Tappan, Eva March, *American History Stories for Very Young Children*. Houghton Mifflin Company.



## A VALENTINE WISH

Wherever I see you,  
I never quite dare  
To tell you I love you,  
But I do—so there.

June Salisbury in *The Poetry Pedlar*.

# Experience as a Basis for Growth

By RUBY MINOR

Director of Kindergartens and Elementary Education, Berkeley Public Schools,  
Berkeley, California

**T**HE kindergarten was the first department in the public schools to advocate and practice freedom for the children. Having taken the lead in this important element, the kindergarten has had to be ever alert that it should continue to advance in educational procedure, and not rest satisfied with laurels already bestowed.

In the Berkeley kindergartens the chief objective is to provide opportunity for the child to have experiences that will stimulate his thinking, enlarge his concepts, enrich his vocabulary, develop responsible character, and provide a readiness for reading which will insure understanding in the first grade.

This objective is far reaching, and not so easy of attainment as might be supposed by the inexperienced observer. The pupils, from thirty to eighty of them, have been assembled from varied home environments, for what? "For play", said the kindergarten teacher of the past. "For work," says the ambitious teacher of the present.

"For experience", says the teacher who realizes that the definition of the word experience implies participation.

Participation that satisfies is as pleasurable as play; and participation that accomplishes anything is as effective as work.

The kindergarten is a laboratory where thinking human beings are planning, initiating, discussing, evaluating, cooperating, learning and growing; growing physically, intellectually, and spiritually.

With this conception of the kindergarten the Berkeley teachers consider it their most important privilege to encour-

age activities which provide large opportunity for participation.

The sympathetic teacher realizes that no two of her group are alike. Here she has assembled the only child, the oldest child of a growing family, the youngest child, the timid child, the mentally dormant child, the petted child, the precocious child, and innumerable other characteristics which might be listed. In fact, the efficient teacher does list these characteristics as fast as she is able to note them, that she may refer to her record as to a clinic chart for diagnosis and remedial measures.

Because of this diversity, the teacher seeks for a community of interest as soon as possible, and the group activity is the answer. No two teachers will develop an activity along exactly the same lines, but there is a suggestiveness about a description which has value for all.

The following description is taken from the files of the work done this year:

Boat Project  
Cragmont Kindergarten  
Berkeley, Calif.  
Mildred Brant, Teacher.

The school is situated in the hills of Berkeley, over-looking the beautiful San Francisco harbor. The pupils can watch the boats in the bay from the school yard. When they learned that the Fleet was to come through the Golden Gate, they talked about the battle ships and all decided to watch for the boats when they entered the harbor. All available boat pictures were put up in the room and the pupils learned the different kinds of boats and their uses.

The Fleet arrived in the afternoon

and the next morning the children were very enthusiastic, many having watched it from their homes. They all went out-of-doors, and looked at it together. Then, in a conference, the children decided to build a battleship.

They brought pictures of boats from magazines and newspapers. These, with the information from the few fortunate children whose parents took them on one of the ships, aided in making plans. The collection of pictures was so fine that the pupils decided it should be kept, so a book seemed necessary. One little boy was eager to make the book in which our pictures were to be pasted.

In conference the teacher and pupils talked of what we should need to build one battle ship. They planned the size of the boat—"large enough to hold us all." Committees were formed to work on the several problems. About eight children were actively interested in building the boat itself, although many others would leave their work to watch or suggest.

For a center of the boat, an indoor sand box was used—on which was built the cabin room with blocks and boxes. The smoke stacks were made of round cereal boxes covered with wrapping paper—the flag pole was a lath from the tool room. The Patty Hill blocks made prow and stern, and a large piece of wrapping paper thumb tacked around, made the boat look almost water-proof.

While this was being done, some of the children were cutting free-hand boats of paper and drawing pictures of boats—which were so good that they planned how to use them. It was decided to mount them all together on a big ocean. Wrapping paper was pinned on the wall and a blue ocean was painted with decorator. Any boat which the children thought worthy, was pasted on the ocean—one little girl who seldom takes much interest in school activities, drew a picture of a boat at home and brought it to school to paste on the ocean. The teacher was delighted to feel that the project was thus

being carried into the home.

As the boat began to look real, the children wanted to board the ship. Of course it was too high to step over the sides. In conference they talked of how battle ships are boarded and found the need of a rope ladder. Even though it would not actually be used, one was made of heavy string. In talking they discovered the need of an anchor, which was made from cardboard. Flags were made of paper, and fastened on the ship.

One small boy brought his sailor hat from home—and he was unquestionably the Captain of the ship. Had it not been that he was a leader at heart and a very unselfish lad, I doubt if the sailor hat would have brought him this honor. The other children decided they wanted hats, too; so in conference hats were planned of white and blue paper—and each child made a hat.

A battle ship needs guns. These were made of laths and fastened on the ship.

The class talked considerably of sailors and their life. They must be hardy men to endure their many hardships. Their diet was talked of, also the inspections held by officers to see that the men are clean and neat. The boat must be kept clean and the sailors must do their work.

The class rhythms were given over to sailors' activities: scrubbing decks, climbing ladders, sliding down poles, rowing boats, swimming, paddling, and marching. Marching suggested a drum to one boy, who made one from a cut down cereal box.

Part of the children joined hands and formed a boat in which the rest of the children rode, rowing to the rhythm of a boat song. They also made small boats by two children sitting on the floor, holding hands, forming a small boat for a third to ride in.

At story hour the story of "Noah's Ark" adapted from the Bible was told—also "Why the Sea is Salt" and the "Fog Boat Story," from "Now and How Stories."

At rest time the song "In My Boat," from "Child Land in Song and Rhythm," Jones Barbour, was used, also "Baby's Boat's a Silver Moon." The children sang boat songs previously learned, "Boating Song," and "The Sailor," from "Songs of the Child World No. 1," by Jessie L. Gaynor, and "Come A-Rowing," from "Songs for the Little Children," by Baker-Kohlsaat. One little boy came to school one morning to say—"I know another boat song. I heard it over the radio." He was asked to sing it, and sang—"Sailing On." Several of the children knew the song and sang it together. But the words didn't fit "our boat." They liked the rhythm, so the children made up new words to the music:

"Sailing on, sailing on,  
In our battle ship—  
Sailing on, sailing on  
Going on a trip.  
First it dips,  
Now it tips,  
Sailors singing too  
Sailing on, sailing on,  
And the sea is blue."

In the many conferences the childrens' vocabularies were enriched. The names

of the parts of the ship were learned and they became familiar with many new words.

The flag was talked of—the teacher spoke of the respect and reverence a sailor, like little boys and girls, has for his flag.

The project is by no means concluded. Boats of modeline are now being made and one child has expressed a desire to make a boat in the tool room.

Every child in the room has been actively interested—so much so that many parents have come to the school to see the boat and hear the songs. Throughout the making of the ship the play was at all times vigorous and wholesome. Efficiency was practiced in the making of the ship, the SS "CRAGMONT"—and a feeling of fair play and a growth in citizenship was felt.

Problems were all worked out in conferences in which all children took part. The children had to give and take, taking turns. The aim was accomplished, and all the children had a joyful experience, but over and above all, the teacher felt that a lasting impression had been made on the little folk that should in some way, be of significant value to them in later life.

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## THE WAYS OF CHILDREN

R. L. S.

Nothing can stagger a child's faith: he accepts the clumsiest substitutes and can swallow the most staring incongruities. The chair he has just been besieging as a castle, or valiantly cutting to the ground as a dragon, is taken away for the accommodation of a morning visitor and he is nothing abashed: he can skirmish by the hour with a stationary coal scuttle, in the midst of the enchanted pleasance he can

see without sensible shock the gardener soberly digging potatoes for the day's dinner. He can make abstraction of whatever does not fit into his fable. . . . And so it is that although the ways of children cross with those of their elders in a hundred places daily, they never go in the same direction nor so much as lie in the same element.

# Outdoor Toy Shelter

EMMA JOHNSON

Nursery School—Teachers' College, Temple University, Philadelphia



Shelter Box Opened

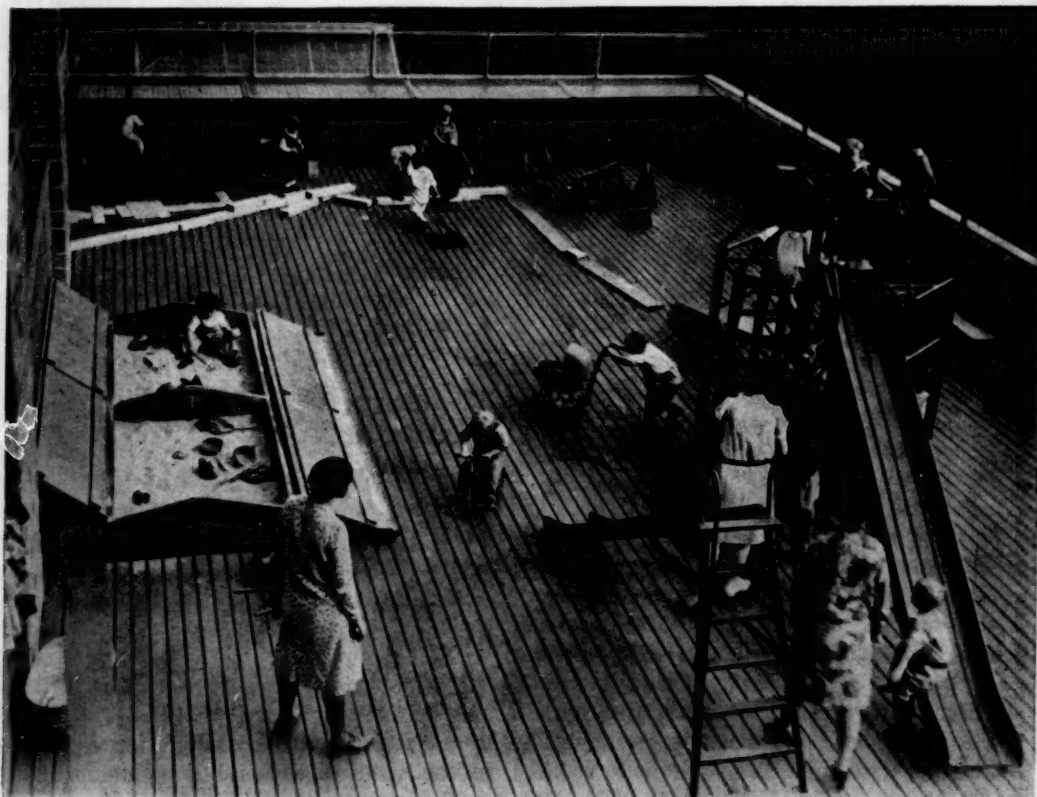
THE shelter is built along the entire width of the north side of the play roof. It is painted dark green. The *length* of the entire toy closet is 28 feet, the *depth* 3 feet six inches, *height* (front) 30 inches, (back) 36 inches. This gives a sloping top for drainage.

The top and the sliding doors in front are divided into four sections for convenience. This division of the sliding doors provides separate sections for special play equipment—blocks in one section, kiddie kars, coaches, wagons and wheelbarrows in another, boards and saw horses of varying height in still another.

The interior of the shelter is not divided, and when play materials are out on the roof, the toy shelter offers an excellent experimental playhouse for the children.

The top sections when raised are made secure by stout hooks fastened to the iron guard on the top of the stone wall. The entire shelter can be closed and locked. The sliding doors are secured on the inside by heavy hook and ring; each top section is padlocked to the front and one master key locks the entire shelter.

An overlapping board at each division of the top of the toy shelter prevents rain and melting snow from getting into the interior and harming play equipment.



A SUNNY ROOF PLAYGROUND FREE FROM THE DUST AND DIRT OF THE STREET

# Welcome to Memphis

MARY L. LEATH

Kindergarten-Primary Supervisor, Memphis, Tennessee

THE Memphis Council of Kindergarten-Primary Education extends a cordial invitation to each member of the International Kindergarten Union, as well as to all interested in kindergarten and primary education, to attend the 1930 Convention which convenes in Memphis—April 21.

Realizing that our visitors will be interested in knowing what is being done in this section to develop our system of public schools, we wish to call attention, at this time, to certain existing conditions in our schools, what we are doing at present, and what we are planning to do in the near future.

There were enrolled in our public schools last year 42,000 pupils. The enrollment in our colored schools constituted more than one-third of this number. Memphis has forty-one regular schools. These are classified as follows: thirty-two white schools including elementary, special, junior high, and four senior high; fifteen colored schools including elementary, special, and one senior high. Eleven of our elementary schools have kindergartens, but at present they receive no state funds. Children enter the kindergarten at five years of age and they are admitted to the first grade at six years of age. The Tennessee Compulsory Attendance Law requires children to attend school from the age of seven to sixteen inclusive. The daily attendance, of both white and colored schools combined, ranges from 95 to 97 per cent. The city furnishes free text books to all children attending elementary schools.

## GENERAL ASPECTS OF ORGANIZATION

Memphis is changing from the eight-four plan of organization to the six-three-

three plan as rapidly as funds are available to erect and equip junior high schools. At present the seventh and eighth grades have been removed from about half of our elementary schools and organized into junior high school units. Last year we moved into our new centrally located Technical High School which is offering vocational and specialized training to more than a thousand white pupils. The B. T. Washington Senior High School is offering similar training to about 1400 colored pupils. We are changing from the semi-annual promotion plan to the annual promotion plan in our elementary schools. This is being done in order that our children may be organized into homogeneous working groups. We hope to extend this plan to include our junior and senior high schools.

## RESEARCH DEPARTMENT

The Research Department is rendering a very efficient type of service in the Memphis Schools. This work is being done under the direction of three trained workers and two efficient helpers. The work of this Department is varied. It tests and studies all misfits and problem children and attempts to place them where they will receive the type of instruction best suited to their needs. All children entering the first grade are tested and classified; a battery of Achievement Tests is given to one or more grades in the Intermediate Department each year, and a comparative report is furnished each school showing how the different schools compare in the different grades by subjects. All children entering junior high school are tested and classified into ability groups; and this same classification is being carried over into the senior high

schools. Each school that has changed from semi-annual promotion to the annual promotion plan was tested throughout and the children classified in homogeneous groups. This plan of classification has proved its worth; the children are happier, a better type of instruction is being given, and fewer children are failing in their work.

At present we are developing a battery of tests to be used in our colored schools. Considering the temperament, psychology, and background of our colored children we do not feel that it is quite fair at present to attempt to measure their achievement by tests that have been standardized in white schools. We feel that careful study along this line may suggest modifications in our present course of study for our colored schools.

In connection with the program of testing and placing children in homogeneous groups, we are developing special centers in different sections of the city. These centers provide a type of instruction that is more clearly suited to the particular needs of the children than can be given them in a regular class room. The children attending the centers have a low mental level, but not low enough to justify their being sent to the school for subnormals.

#### SPECIAL SCHOOLS

Space will not permit a detailed discussion of the work that is being done in our special schools. However, we make mention of them here followed by a brief statement when the name does not indicate clearly the work of the school. Crippled Children's School; Special School, for children who are mentally sub-normal; Lion's Open Air School, for undernourished children, admitted on recommendation of the City Board of Health; Church Home School, an orphanage—city provides instructors; Cheerfield Farm School, for children who have tubercular symptoms; Juvenile Court School; Oral Deaf School; Part-Time School, for children who hold Employment Certificates and others who

want specialized training, and Opportunity School for boys who are retarded because of poor school opportunities and boys who do not adjust themselves to regular class room procedure.

#### THE PRE-SCHOOL MOVEMENT

The Pre-School Movement in Tennessee had its beginning in Maury School, Memphis, when in January, 1922, the children entering school for the first time were weighed and measured. The next year under the direction of the president of the Memphis Federation of Parent-Teacher Associations a city-wide movement was launched. This met with a splendid response. Clinics were established and study circles were organized. Through the efforts of the president a Pre-School Department was created in the State Parent-Teacher Association and a chairman was appointed. At the 1927 convention of the National Congress of Parents and Teachers, Tennessee presented one of the outstanding programs.

The succeeding president continued the work and cooperated with the National Congress in its Summer Round-Up Campaign. During the past summer eight hundred children in Memphis had careful physical examinations. Every Parent-Teacher Association in the city now has its annual round-up, its pre-school clinics and study circle.

#### THE KINDERGARTEN MOVEMENT IN MEMPHIS

In 1926 a committee from the Memphis Federation of Parent-Teacher Associations approached the Superintendent and the Board of Education asking that kindergartens be established in Memphis Schools. They discovered there was no state law providing funds for the payment of kindergarten teachers out of the budget. At that time the Board of Education agreed to furnish rooms and materials where space was available, and the Parent-Teacher Associations agreed to pay the salaries of the kindergarten teachers and furnish part of the equipment. Three kindergartens opened that year; in September, 1927, five additional ones were

opened, and in September, 1929, three others.

#### CURRICULUM REVISION IN KINDERGARTEN-PRIMARY GRADES

Committees of teachers in the kindergarten-primary grades with the assistance of principals and the special supervisors under the direction of the kindergarten-primary supervisor and the Department of Research are studying preparatory for a program of curriculum revision.

Surveys are being made of the work going on in the field of curriculum reconstruction in other cities and wide reading is being done to set up objectives by subjects and grades.

The class room teachers engaged in this study are organizing their work on the basis of activities and large units growing out of centers that are interesting and vital to the children of Memphis. These teachers have been allowed freedom in the choice of the units selected so the result has been that the schools are divided into the following centers: English, Social Science, Elementary Science, Health, Creative Art, and Creative Music. The outstanding courses of study are used in these centers for reference and study, also there are bi-monthly group meetings of the schools forming each center. As the units develop the teachers keep a careful record of the ideals, attitudes, habits, skills, and knowledge gained by the children. Only three or four teachers are being used in a center to carry on the experiment for we feel that work of this type must not be forced.

#### SCHOOL VISITING

Plans for observation in all the schools engaged in the work of curriculum revision are being carefully worked out. Also several of the colored schools will be used. The visitors will be distributed among thirty-one public schools and five private schools. Transportation will be provided.

#### SCHOOL EXHIBITS

An exhibit will be opened to visitors,

parents and teachers of the Memphis School System during the entire week of the convention. This exhibit will be in the west hall of the Municipal Auditorium. It will be easy of access to the visitors since all general meetings of the International Kindergarten Union will be held in the south hall of the same building. In addition there will be exhibits in each class room where a unit of work is being developed.

#### COMMERCIAL EXHIBITS

Plans are being made for the assembling of the best equipment and materials on the market for the Kindergarten-Primary Unit. The commercial and educational exhibits will be held in the same hall.

#### LOCAL COMMITTEES

The following are the chairmen of the local committees:

General Chairman—Mary L. Leath.

Vice-Chairman—Mrs. Eldran Rogers.

#### Advisors

R. L. Jones, Superintendent of Memphis Schools.

Sue M. Powers, Superintendent of Shelby County Schools.

Headquarters and Accommodations—Mrs. W. H. Dilatush.

Hospitality—S. L. Ragsdale.

Places of Meeting—Kenneth W. Warden.

Finance—Delle Patterson.

Credentials and Election—Zelia Rudisill.

Decorations—Pearl Deen.

Badges—Carlotta Pittman.

Transportation—Mrs. T. L. Reiger.

Press—Mrs. Lilian Gilfillan.

Music—Clementine Monahan and Bomar Hurt.

School Exhibition—Mary V. Moore.

Commercial Exhibit—L. W. Paschal.

Printing—E. H. Smith.

School Visiting—Kenneth W. Warden, ham.

Pages—Mrs. Ernest Ball.

School Visiting — Kenneth Warden, City Schools; Mrs. L. W. Hughes, County Schools.

# Snow Modeling

RUTH MANEY

Special Teacher of Art, Duluth, Minnesota



FOR the past three years Duluth, Minnesota, has had a Winter Sports Week in February. One of the events at this time has been a Snow Modeling Contest sponsored by the Art Department of the Public Schools. This contest has been open to all children in the city from Grade 4 through the Senior High School.

Photographs have been taken of all the models submitted. Much interest has been shown by the children and by Duluthians in general. There has been very active co-operation between home and school, and

among members of the family where work was being done.

One year groups of children modeled in the Court House Square as one of the events of the day. Another year one of the very beautiful natural parks formed the setting for some interesting figures and animals. Extra models have been made by boys in their leisure time for people who wished to have "a snow animal" in the front yard. This Christmas a boy was asked to model a deer which had a lighted tree as a background.

Snow modeling furnishes splendid opportunity for initiative and self-expression besides inviting children to play outdoors. Various experiments have been made by the boys and girls in handling the snow. When it was in just the right condition it was treated by the young sculptors as if it were a block of marble. A knife or anything of the sort served the purpose of a chisel.

Some children poured water on the snow and then let it freeze. They then worked in the same way as mentioned above. Many times frameworks were constructed of wood, wire, branches (so very good, it

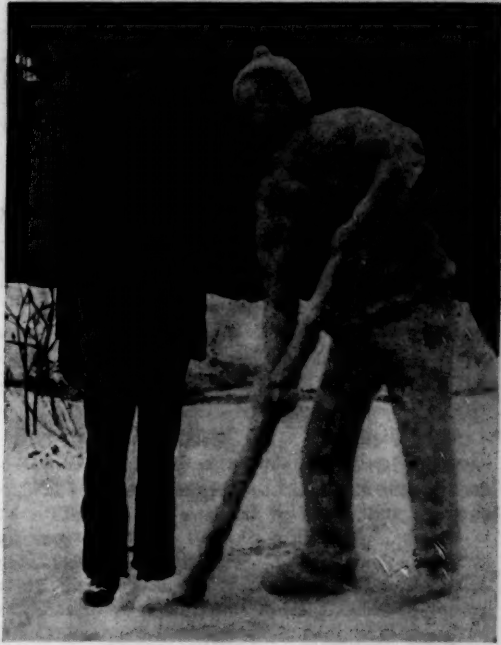


seems, for antlers when covered with snow), rope (also very popular for tails), and anything available. A barrel in one instance formed the foundation for an exceedingly plump elephant. The snow was then packed around these frames or thrown onto them after the snow had been sprinkled with water.

Animals of all sorts and descriptions—from a tiny rabbit on a little box that could be carried around to an immense pair of oxen, birds, figures in action,—a basket-ball player, a hockey player, 2 football players, were among the numerous models made. Children worked by themselves and in groups and made from one model to a whole menagerie.

Though these pictures represent the work of older children, they should suggest possibilities as far as children in the primary grades are concerned. An activity of this sort will surely release the creative energies of the small child as well as those of the larger ones. Several small children in Duluth worked with their older brothers and sisters and also made things by themselves and enjoyed it all immensely. One little boy in a third grade made a camel just after the "Desert Child" had been the unit of work.

During the winter months what could be better for the small child than making something out of snow in his leisure time? It should help in the training for the right use of this time and should give an added zest to out-door play.



## News and Notes

The First International Congress on Mental Hygiene will be held in Washington, D. C., May 5-10, 1930. It is expected that educators, psychiatrists, general medical practitioners, psychologists, social workers and others will attend from many countries. President Hoover has accepted the honorary presidency of the Congress, and twenty-eight countries are already represented on the Committee on Organization. The administrative headquarters of the Congress are at 370 Seventh Avenue, New York City.

Headed by Dr. Ray Lyman Wilbur, Secretary of the Interior, and Dr. W. John Cooper, U. S. Commissioner of Education, a General Advisory Board for the recently announced "American School of the Air", will bring together one of the most distinguished groups of nationally known educators ever assembled for a single purpose. No advance program has as yet been announced.

Caroline Barbour, past president of the International Kindergarten Union, is the first president of the amalgamated organization of kindergarten and primary teachers in the State of Wisconsin. This organization resulted from an invitation extended by the State Kindergarten Association to the primary teachers to join their group. The Education Committee is already at work on a unified Kindergarten-Primary Curriculum.

Copies of "An Activity Curriculum at Work", a report of the discussion groups conducted by the Kindergarten-Primary section of the National Education Association at the Atlanta, Georgia, convention in July, 1929, are still available. These may be secured for 25 cents by addressing the Division of Classroom Service, National Association, 1201 16th St., N. W., Washington, D. C.

"Isn't it absurd that any intelligent grown-up should be unable to ask a question or voice an opinion in public without suffering secret and often visible anguish?" asked May Hill, Professor of Education, Western Reserve University, Cleveland, Ohio, in addressing a kindergarten section meeting in Detroit. Miss Hill named the following points as objectives in the development of oral language in the kindergarten:

1. To develop a mastery of oral language that will make it a ready medium for the acquisition and expression of ideas.

2. In learning to speak, see that the child acquires a correct use of his mother tongue.

3. Develop in the child an appreciation for and play with words that is basic to creative expression.

CHILDHOOD EDUCATION has recently received three small books of poetry. One of these is a collection of verse for children compiled by a group of teachers in Denver, Colorado, under the leadership of Edwina Fallis. This attractive book contains poems chosen with the greatest discrimination and suitable for use with young children throughout the year. The books were given as souvenirs at the meeting of the Kindergarten Section of the Colorado Educational Association.

The other two books are collections of original verse by children. One is called *First Poems by Children* in the Norfolk, Virginia, Public Schools. It was developed by the Creative Work Committee of the Division of Research and Experimentation and is published by the School Board of the city of Norfolk. It includes the work of children from the kindergarten through the seventh grade. From Battle Creek, Michigan, comes *The Poetry Pedlar*. It is a charming collection of verse by children from the kindergarten through the seventh grade in the public schools.

The sixth annual meeting of the California Kindergarten-Primary Association was held in Riverside, California, November 29th and 30th. Under the leadership of Elga Shearer, reports of work accomplished were given. These included a report of Nursery Schools in California compiled by a committee under the leadership of Helen Christiansen, San Francisco State Teachers' College; a report on Reading Readiness, dealing with non-promotions in the B1 grade and the constructive programs used by the different school systems of the state, given by Katherine McLaughlin, University of California at Los Angeles. Ethel I. Salisbury, University of California at Los Angeles and Director of the Course of Study Department, Los Angeles City Schools, spoke to the convention on THE SECRETS OF GOOD TEACHING.

Plans were made for the formation of two legislative councils in California, one in the North and one in the South, through whose hands all matters pertaining to legislation are to pass before being presented to the State legislative committee.

The following persons are serving on the Section of EDUCATION AND TRAINING, The Infant and Preschool Child, of the White House Conference on Child Care and Training, of which Dr. John E. Anderson of the Institute of Child Welfare, University of Minnesota, is chairman.

Mrs. Alfred S. Alschuler. Staff Director, Nursery School Unit, Winnetka Public School Nursery, Winnetka, Ill.

Edna Dean Baker. National Kindergarten and Elementary College. Evanston, Ill.

Mrs. Herman Biggs, Pres., American Federation of Day Nurseries. 244 Madison Avenue, New York City.

Mrs. H. B. Butler. Pres., National Congress of Colored Parents and Teachers. 20 Boulevard, N. E., Atlanta, Georgia.

Hulda A. Cron. Supt., Director, Visiting Nurses Association. Evansville, Ind.

Mary Dabney Davis, Ph.D. Specialist in Nursery-Kindergarten Primary Education, Dept. of Interior. Washington, D. C.

Mrs. Sadie Orr Dunbar. Director, Division of Public Welfare, General Federation of Women's Clubs. Portland, Oregon.

John A. Foote, M.D. Pediatrician and Dean, Georgetown University Medical School. 1861 Mintwood Place, N. W., Washington, D. C.

Dr. Josephine C. Foster. Principal of Nursery School and Experimental Kindergarten, University of Minnesota. Minneapolis, Minn.

Paul H. Furfey, Ph.D. Catholic University. Washington, D. C.

E. J. Huenekens, M. D. Pediatrician, University of Minnesota. Minneapolis, Minn.

Harold E. Jones, Ph.D. Director of Research, Inst. of Child Welfare, University of California. Berkeley, Calif.

Mrs. J. E. King. Vice-President, American Prison Congress. San Antonio, Texas.

Rosamond Loesch. Exec. Sec., Children's Bureau. Kansas City, Mo.

Mrs. S. M. N. Marra. President, National Congress Parents and Teachers; Comm. Advisory Council Bureau of Child Hygiene; Member Board Texas Public Health Association. 1298 Congress Ave., Austin, Texas.

Mary Murphy. Director, Elizabeth McCormick Memorial, Chicago, Ill.

Alex. H. Reynolds, DDS. Secretary National Board of Dental Examiners. 4630 Chester Avenue, Philadelphia, Pa.

Flora Rose, Ph.D. Department of Home Economics, Cornell University. Ithaca, N. Y.

Mrs. Chas. Sewell. Director, Home and Community Work, American Farm Bureau Federation. 58 E. Washington St., Chicago, Ill.

Dr. George D. Stoddard. Director, Iowa Child Welfare Research Station. Iowa City, Iowa.

Dr. D. A. Thom. Director, Division Mental Hygiene, Mass. Department of Mental Diseases. Boston, Mass.

Lillian D. Wald. New York Hospital Training School. New York City.

Edna N. White. Director, Merrill-Palmer School. Detroit, Mich.

LeRoy A. Wilkes, M.D. Division Medical Service, A. C. H. A. 370 Seventh Ave., New York City.

Mrs. Helen T. Wooley, Ph.D. Director, Inst. of Child Welfare Research, Teachers College, Columbia University. 525 W. 120th Street, New York City.

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Back copies of CHILDHOOD EDUCATION in Volume V and VI are needed at the headquarter's office, 1201 16th St., N. W., Washington, D. C. All contributions will be appreciated.

\* \* \*

Miss Delia Ovitiz, Librarian, State Teachers College, Milwaukee, Wisconsin, wishes to secure Number 1-6, Vol. I of CHILDHOOD EDUCATION to complete her files.

## "IF"

If you can keep your head when all about you  
Are losing theirs, and blaming it on you;  
If you can trust yourself when all men doubt you.  
And make allowance for their doubting, too;  
If you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies;  
Or, being hated, don't give way to hating;  
And yet don't look too good, nor talk too wise;

If you can dream and not make dreams your  
master;  
If you can think, and not make thoughts  
your aim;

If you can meet with triumphs and disaster,  
And treat both these imposters just the same;  
If you can bear to hear the truth you've spoken

Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop, and build them up with wornout  
tools;

If you can talk with crowds, and keep your  
virtue,  
Or walk with kings—nor lose the common  
touch,

If neither foes nor loving friends can hurt you,  
If all men count with you—but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run.

Yours is the earth and everything that's in it.  
And, which is more, you'll be a man, my son.

—Rudyard Kipling.

## BOOK REVIEWS

Editor, ALICE TEMPLE

*Social Relationships of Children.*—Persons who are concerned with the social relationships of young children will welcome the experimental investigations on methods of studying such relationships which Dorothy Swaine Thomas summarizes in her recent volume.\* The work is made up of some nine different studies made by students working under Professor Thomas. The studies vary, as might be expected, in completeness and in suggestiveness and the reader is frequently left with the regret that more experimental work along each line had not been done before the book was published. In spite of the insistence in the introduction that the studies are tentative and preliminary and suggestive in character, it is only human to hope that in the group there will be some few which have been developed to a point of true usefulness for other social situations.

The most illuminating part of the volume is Miss Thomas' own introduction in which she presents a brief but clear statement of the purpose and general method of each of the studies and an honest and searching evaluation of the results of each. She cites the utter hopelessness of trying to apply statistical measures of any form to the available data on social behavior (case histories and diary records) and from that starting point attempts the development of techniques which will produce social data comparable from one observer to another and from one situation to another. The set-up in all the studies aims to control the observer and not to control the environment in which the child is being observed. By control of observer is meant the limitation of the observer's reports to statements of actual overt behavior, and the standardization of such reports to the point that two observers reporting the same

occurrence at the same time will give practically identical reports. Three general forms of techniques are included: the following of each child for a given period in the nursery school situation; the recording of special larger social situations (such as groups showing laughter) whenever they occur; and the stenographic report of spontaneous conversation during the giving of a mental test.

Some of the general conclusions to be drawn from this group of studies may be suggested. An investigation in which each child's activity was timed and traced on a floor plan devised for the purpose yielded reliable results as far as the measure of the child's gross activity was concerned but failed to distinguish adequately between the parts of that time spent in material contacts and that spent in social contacts with persons. An attempt to classify types of contacts with other persons resulted in reliable measures of the number of contacts made but failed to distinguish reliably between the types of contact. Stenographic reports of conversation proved that certain stenographers could record, without serious omissions, all that a child said during a given time, but displayed also the weakness of certain other stenographers attempting similar records. This method, therefore, could be used only after the reliability of each stenographer used had been ascertained. In a study of situations in which laughter occurred, the reliability was not determined, but is probably rather low.

Miss Thomas makes clear her point that before we can hope to get reliable measures of the various social reactions of young children (or adults) we must develop some new methods or techniques by which we can study these reactions. Her publication is a pioneer work in the development of such methods and her inconclusive studies as well as her more successful attempts at evolving techniques will

\*Thomas, D. S., and Associates, *Some New Techniques for Studying Social Behavior*. Bureau of Publications, Teachers College, Columbia University, New York, 1930. 203 pages.

prove most stimulating and suggestive to workers in the field.

JOSEPHINE C. FOSTER,  
*Institute of Child Welfare,  
University of Minnesota.*

*A New Social Studies Curriculum.*—Under the leadership of Miss Ruth Bristol, Ann Arbor has published an excellent Social Studies curriculum\* for the kindergarten, grades one and two. This course of study will commend itself particularly to the classroom teacher because it is simple in form, practical in content and bears throughout the stamp of classroom reality.

The term "project" is used throughout to designate the social science units described and there is a careful analysis of all the steps involved in such work. A teacher who had never seen a project develop in a classroom could make a fairly safe beginning after studying:

- How to Plan for a Project
- How to Prepare the Room for a Project
- How to Launch a Project
- How to Carry On a Project.

Each of these general topics is further divided into a detailed consideration of those questions of procedure that trouble every teacher. An equally practical section of the book is the discussion of: "How to Evaluate Experience." Criteria are given for appraising an excursion, a project, a discussion period, an activity period, et cetera. These criteria are sound and practical as far as they go, one could wish there was a little more consciousness of growth in content, facts and skills and as desirable criteria also.

The partial list of projects and activities for first and second grades raises certain questions. No reasons are given for the choice of these particular units, or the omission of other units. This is characteristic of practically all social science curricula based on them here and now; the choice seems accidental, local and without any attempt at planning growth in content or social interpretation. Except for the reading, it would seem entirely possible to interchange these project lists for the two grades. If there is a sequential development in content and social meanings, it is not made clear and like many other lists of projects for the lower grades these just seem to have happened.

\*Ruth Bristol and Eloise Ramsey, *Social Studies in the Public Schools of Ann Arbor. Grades: Kindergarten, One and Two.* Ann Arbor, Michigan: Board of Education, 1929.

However, when it comes to the development of these units of work every teacher is going to be grateful to Miss Bristol and her co-workers for the pains they have taken in making this development clear. Fourteen typical projects are outlined as to possible approaches and purposeful activities. Moreover, each of these projects is accompanied by an excellent bibliography that includes, both for the teacher and for the children, informational material, illustrative material and literature. The bibliography is the work of Miss Eloise Ramsey, Teachers College, Detroit. This combination of project outline and detailed bibliography makes a well-rounded preparation for a project that is precisely the kind of planning every primary teacher ought to do for every unit of work she attempts. Projects do not "just happen". Careful teacher preparation is necessary and this Miss Bristol's outlines make clear.

The book concludes with some vivid descriptions of different types of activities, compiled apparently from the teachers' records. The whole compilation bears the unmistakable stamp of reality which makes it doubly valuable. Obviously, these excursions have been taken, these activities carried through, these projects realized. They reflect the home, school and community environment of these Ann Arbor children. Even a mere reader senses what a vivid and pleasant place school must have been to these children who were scrutinizing their neighborhood and their city with such inquiring eyes.

Miss Bristol and her fellow workers have done a fine piece of work in bringing together the results of their careful experimentation in the social science field for the lower grades. The units of work presented are full of interesting possibilities, they are thoughtfully developed; the bibliographies are excellent and their outlines clear and stimulating. This course of study should prove especially helpful to the teacher who is trying to develop social science projects from the immediate interests an environment of the child.

MAY HILL,  
*Western Reserve University,  
Cleveland, Ohio.*

*A New Edition of a Recent Book.*—In 1928 the University of Minnesota Press published a reading course for parents with the title, "Child Care and Training," which was reviewed in this journal, Volume V, No. 6. The

material of this book was prepared by the staff of The Institute of Child Welfare at the University of Minnesota, and used in extension courses given by the Institute. "So great was the success of the first edition that it was out of print long before this revision\* embodying the results of recent studies, could be prepared" (p. III).

The sixteen chapter headings of the new edition, with the exception of the first, are practically the same as the "lesson" headings of the earlier book. The material in Chapter I differs somewhat from that of the first edition. Otherwise the changes are to be found largely in the chapter bibliographies and the final bibliography, which have been brought up-to-date, and in the addition of some twenty illustrations. Most of the illustrations are delightful photographs of children engaged in different interesting activities. These add materially to the attractiveness of this second book. The latter is also of a size more convenient for handling and is more attractively printed than its predecessor. The book is especially useful for parents but would also serve as supplementary reading in an elementary course in child psychology.

ALICE TEMPLE.

*Solution of Suitable Literature for Children.*—In the introduction of a recent book\* Miss Adams has stated her purpose. It is a very definite purpose and one which has been well accomplished in the space of but one hundred and twenty-eight pages. To quote, "The purpose of this book is not only to arouse a genuine interest in children's literature but also

to acquaint students and others with the best material available for each stage of child development."

The book makes an appeal, it seems to this reviewer, to several classes of people. The student preparing for teaching will find a concise resume of types of children's literature with source material of high caliber; the busy teacher will find a valuable hand book reviewing the field of children's literature, providing a stimulating bibliography for future study while at the same time giving the location of materials for immediate use; parents to whom possibly children's literature may have been a long closed chapter will find this book valuable in locating the literature needs of most any age child in whom they may be interested.

The opening chapter admirably conditions the reader for the chapters that are to follow by reviewing just enough child psychology to make further reading more meaningful. The concluding chapter with its stories and bits of original verse suggests the recording of like creations by those in daily contact with children.

One is impressed with the practicability of Miss Adams' book. The graded lists of children's books with authors, publishers, and prices quoted makes a strong appeal to the beginner. The book lists at the end of each chapter provide for the accomplishment of another purpose of the book, "that those that are interested can get a breadth of view which comes from reading not only one author but many."

ELEANOR MESTON,

Michigan State Normal College,  
Ypsilanti, Mich.

\*Marion L. Faegre and John E. Anderson. *Child Care and Training*. Minneapolis: The University of Minnesota Press, 1929. Pp. VI+274. \$2.00.

\*Edith E. Adams. *A Guide to Children's Literature in the Early Elementary Grades*. Ann Arbor, Michigan: The Ann Arbor Press. 1929. Pp. 128.

## PUBLICATIONS RECEIVED

Melvin, A. Gordon. *Progressive Teaching*. New York: D. Appleton & Co., 1929. Pp. XII + 272. \$2.00.

McConathy, Osbourne; Miessner, W. Otto; Birge, Edward Bailey and Bray, Mabel E. *The Music Hour, Book Three*. Newark, New Jersey: Silver Burdett & Co., 1929. Pp. 140. \$0.80.

Mearns, Hughes. *Creative Power*. Garden City, New York: Doubleday, Doran & Co., 1929. Pp. VIII + 396. \$2.50.

O'Shea, M. V. *Newer Ways with Children*. Greenberg, Publisher, Inc., 1929. Pp. 9 + 419. \$3.50.

Paynter, Richard H., and Blanchard, Phyllis, A. *Study of Educational Achievement of Problem Children*. New York: The Commonwealth Fund Division of Publications, 1929. Pp. X + 72.

Rountree, Lynda. *Me and Jimmy*. Illustrations by Harry Rountree. New York: Frederick Warne & Co., 1929. Pp. 54. \$0.75.

Walker, Hattie A. *The Snow Children*. Illustrations by Ludwig and Regina. Chicago: Beckley-Cardy Co., 1929. Pp. 128. \$0.70.

Wiekman, E. *Children's Behavior and Teacher's Attitudes*. New York: The Commonwealth Fund Division of Publications, 1928. Pp. IV + 247. \$2.00.

# AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

THE JOURNAL OF GENETIC PSYCHOLOGY for December prints an article on The Occupational Interest and Attention of Four-Year-Old Children by K. M. Bridges. The study here presented was made at the McGill University Nursery School and is one of those elaborate and detailed studies of a few children which are being made so frequently and which seem to give very little as results. It was made "with a view to finding which of the occupations provided appealed most to the children and whether there was any sex difference noticeable in preferences for certain occupations. It was also desired to find out how long an interest in one occupation usually lasts, how long it may last on occasion and whether there are any sex differences in duration of interest in one occupation." A similar study had previously been made of three-year-olds and some of the same children are again studied here. As there were but fourteen children in the group observed, certainly no general conclusions could be made. The study is described in detail. One might deplore the preponderance of Montessori material with its emphasis upon a set type of activity. The following are some of the conclusions: "Certain occupations were found to be more popular than others. Among the favorite occupational materials were those of a colorful nature which presented self-evident problems within the scope of the children's abilities and yet which allowed opportunity for variation." Also, "The most popular materials of those available to the group of four-year-olds were the Montessori dressing frames, cylinders, metal insets for tracing, wooden insets, and colored cubes." It was found that "the boys seemed to prefer less definite occupations which could be made as simple or as elaborate as they chose and which involved hand and arm movement rather than fine finger manipulation. The girls, on the

other hand, seemed to prefer definite tasks of shorter duration which involved following directions and careful finger movement. The girls, however, showed somewhat more diversity in their interests than did the boys. There was a noticeable tendency on the part of all the children to choose the easier occupations." "The usual time the children in this study spent at one occupation was about six minutes." "The longest time given to any occupation was about thirty-five minutes." "It appears as a rule at one occupation, they were distracted a little oftener than the girls. It was interesting to note also that they talked more frequently than the girls." "It should perhaps be mentioned that none of the sex differences were very marked."

The same journal prints another story of 31 children, ranging from two years four months to four years and eleven months, who were studied at the Institute of Child Welfare of the University of Minnesota. It is called A Comparison of Children's Language in Different Situations and Its Relation to Personality Traits, and is written by Dorothea McCarthy. The method is interesting in that fifty responses were gathered from each child studied, in a control situation, and fifty in a free play situation. In the first case the child was alone with an adult and verbal expression was stimulated by certain environmental objects, not, so far as possible, by questions or comments by the adult. In the second the children were playing freely and such remarks as they made were noted until fifty had been gathered. It will be evident that the length of time needed will vary greatly with different children. One of the objects of the study was "to try to determine the relationship between certain factors in children's language to personality traits, such as extroversion and introversion." Some of the conclusions are as follows: "In order to get an adequate measure

for any individual child it is necessary to obtain samplings of conversation in several different situations. In the second place, it may be said that this study indicates that children do not use longer sentences when talking to adults than they do when talking to each other. Sex differences are in favor of the girls in both situations used." "There were no very marked relationships found between extroversion and any of the measures used in this study."

An Experiment in Teaching Reading, in this same issue by John W. Charles of Iowa State Teachers College, gives a report of an experiment in teaching reading to a child between his second and third birthdays. With a quotation from Terman as an introduction, "Nearly half of the gifted children learned to read before starting to school. At least 20 per cent learned to read before the age of five years, and at least 6 per cent before four, and at least 1.6 per cent before three. Most of these learned with little or no formal instruction," we may understand the purpose back of the experiment. The method was to associate at first a word and a picture, and by "persistent drill, which consisted of daily exposures" there was finally secured "instant recognition of every word, phrase, clause, and sentence in any order and in response to any person." Forty charts were made, containing, first, individual words with pictures, then without pictures, also combinations of words and some sentences. The time covered was from May 14th to Christmas time, discontinued then with this comment: "The use of the forty charts was somewhat taxing upon the child's attention, and restricted his play activity too long at a time. This seems rather a severe indictment of the experiment and it is further interesting to note that while, as might be expected, "At the completion of the experiment the child did not know any of the letters of the alphabet and therefore could not spell a single word," it was also true that, although "Some of the words of the charts were shown in different contexts they awakened no recognition."

THE PENNSYLVANIA SCHOOL JOURNAL, in its December issue, has a news note on a service, inaugurated through the efforts of Miss Helen Purcell, who represents the kindergartens and elementary grades in the State Department of Education. The Depart-

ment of Health and the Department of Public Instruction in cooperation have worked out a plan by which a complete health examination with the parent present is given to each child by a well-qualified woman physician. Following the examination, a conference is held with the parent to explain the significance of health handicaps found. A special effort is made to have remedial handicaps corrected. This is done with the belief that "The child should enter school as nearly physically perfect as possible in order to derive the utmost benefit from its educational opportunities." The CAPITOL NEWS summarizes the first report made under this plan of work just completed in Berks County. A complete physical examination was made of 174 children from four to six years of age. It also states that "the fine cooperation in the follow-up activities by public health nurses is resulting in a high percentage of correction of defects." It is expected that this work under the direct supervision of Dr. Mary Riggs Noble, chief of the pre-school section of the health department will be extended so as to cover the commonwealth comprehensively.

The October number of THE NEW ERA is devoted entirely to reports, from various angles, of the Elsinore Conference of the New Education Fellowship. While this conference has been reported in various ways in this and other American journals, the reports the NEW ERA contains are so comprehensive that they are recommended to anyone who is anxious to get an all-around impression of what was done there. There is a section devoted to brief comments from many different people, grouped under the heading The Conference as Seen Through National Eyes. The United States is not represented here at all, but later one finds The Elsinore Conference As Seen by a Lowbrow, written by Truda T. Weil, who was executive secretary of the Teachers' Union of New York. One wonders whether this is accidental! The printed analysis of the Conference Membership is worth noting, showing as it does that of the 1,746 people who were at the conference for at least one week and who came from 43 different countries, those from America were the second largest in number, England coming first. This number listed as America means, it would seem, the United States, for Canada is a separate item. Five countries had more than 200 representatives

each, in the following order: England, America, Sweden, Germany, and Denmark. It is interesting to learn that a report of the conference is to be published in book form. Now being edited by Dr. William Boyd of Glasgow University, it will cover all the lectures given at the conference, and thus should serve as a textbook for Individual Psychology and The Curriculum, the topic of the conference.

**MODERN EDUCATION**, a quarterly magazine for Elementary Schools, formerly Individual Instruction, makes its December appearance with a very gay cover—a modernistic illustration of Little Black Sambo. Carleton Washburn, superintendent of the Winnetka Schools, contributes an article on Individualizing English. This is full of practical suggestions, especially on the matter of motivation in writing, since he believes that, "First of all there must be something to express." Of grading he says: "Grading is a useless, often harmful and always inaccurate procedure in English composition." He explains how the schools in his charge are "tentatively committed to the policy of specific training in spelling, in punctuation and capitalization, in penmanship and in grammar, accompanying this specific training with many opportunities for original composition, in which we encourage the integration of the different elements in each piece of written work."

Another very interesting and suggestive article is on Modernized Design, by Jane Betsey Welling of the Detroit Teachers College. After a description of her approach to original design, she makes this significant comment: "And here is where the fun begins. And it is fun,

too, if the children with whom you are working are young enough. A class of grown-ups trying to express themselves at this stage has much difficulty in shaking off the shackles of previous 'sets', but the children knowing no 'hows' plunge in with ease and grace. Sometimes I do no further suggesting at all. In fact, I always try not to, but sometimes with slow-moving or over-trained older groups it is necessary to do a little more."

A Writing Experiment in the Primary Grades of the Gary Schools is described by Jane Roberts, the Kindergarten-Primary Supervisor.

**SCHOOL LIFE** for December prints the first installment of a description of the Washington Child Research Center. It is written by Mary Dabney Davis and Christine Heinig and deals with the selection of a site and the reconstruction of the house. It is well illustrated, having a diagram of the house, lot, and play apparatus, and also charming photographs. The article will be invaluable to anyone who plans such an enterprise since the facts are given clearly. The total cost for reconstruction work was \$4,033.56—the work was started January, 1928, in the first week of the month, and the nursery school was opened February 22. The January issue of **SCHOOL LIFE** will describe the equipment and apparatus of the nursery school.

**THE VOCATIONAL GUIDANCE MAGAZINE** for December prints in full, under the title, Edison Wants to Know, the examination given by him in his search for a "bright boy."

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